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Faculty of Foreign Languages  
Department of Language and English Literature

# MASTER THESIS

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**Submitted and Defended by:**

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**Title**

**The Effects of Blended Learning Approach during the COVID-19  
Pandemic on EFL Students' Motivation  
The Case of Second-year MASTER students of English at Biskra  
University**

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Dissertation Submitted to the Department of Foreign Languages as Partial Fulfillment of  
the Requirements for Master's Degree in Sciences of Language

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## I. Declaration

I, **Shaima SAOULI** do hereby declare that this submitted work is my original work and has not previously been submitted for any institution or university for a degree. I also declare that a list of references is provided forward indicating all the sources of the cited and quoted information. This work was certified and completed at Mohammed KHEIDER University of Biskra.

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## II. Dedication

*\*To the memory of my beloved Grandmother “Yuma”  
I miss you beyond words. May Allah grant you ‘AlJannah’*

*\*To my Mom and my Aunt Merzaka  
You taught me how to trust in Allah, how to believe in myself  
You taught me how much could be built with little  
You have been a rock of stability throughout my life*

*\*Dear Abdellah.Malkawi  
You taught me the value of hard work  
Thank you so much for your patience and endless support*

*\*Dear Khalil Ramdane  
\*You have been the sweetest and the little gift from Allah to me this year  
\*To the nicest person who really helped me  
Meriem.B without you I could not be here this moment,  
thank you so much for your help*

*\*To my entire family “Mezghiche” “Ramdane”, friends, and loved ones  
Thank you for everything*

*\*To my Uncles thank you*

*\*To all my Teachers who  
Took hands, opened minds, and touched hearts*

*\*To all the readers of my work*

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#### **IV. Abstract**

This study investigates the concept of blended learning and the EFL students' motivation for second-year master students of English at the University of Mohamed Khider in Biskra. More precisely, it investigates the effectiveness of blended learning approach on students' motivation during the pandemic. This study aims to provide an overview of the blended learning concept and illustrate its application in the context of teaching during the pandemic to prompt learners' motivation. We hypothesized that the application of the blended learning method at Mohamed KhaiderBiskra University during the COVID-19 pandemic affected EFL students' motivation positively. To accomplish the planned objectives of the present investigation, the researcher adopted a descriptive approach, which comprised two data collection tools; A students' questionnaire, which targeted second-year master EFL learners (n=40) who were chosen randomly from both branches. In addition, an interview has been conducted with seven teachers in the same department. The findings revealed that both teachers and students acknowledged that the integration of online learning can have negative effects students' motivation. Blended learning couldbea better way of instruction if applied it correctly.

**Keywords:** EFL, blended learning, online class, face-to-face class, motivation, COVID-19 pandemic.

## **V. List of Abbreviations**

**BL:** Blended learning

**F2F:** Face-to-face

**ICT:** Information and communications technology

**M2:** Master two

**COVID-19:** Corona Virus Disease 2019

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# **General Introduction**

## **Introduction**

Like the rest of the world, Algeria has been severely affected by the Covid19 pandemic which touched different political, social, economic, and educational sectors. As a response to the pandemic, policymakers issued a complete lockdown to prevent the spread of the virus. Like in other sections, the different educational institutions at all stages were suspended. It was impossible for educational institutions to continue functioning, which caused massive disruption to the traditional learning and teaching processes in high education. The Algerian ministry of education implemented online learning as an alternative to the traditional one. However, after the shift from full lockdown to partial lockdown, universities introduced the blended learning (BL) approach.

The blended learning approach is learning through online classes, as well as face-to-face classes. While face-to-face learning happens under a specific health protocol, distant learning is more convenient from home. Students and teachers engage remotely on different online platforms and social media services. Distant learning increases the use of technology and setting online teaching plans using different tools and platforms (Dignan, 2020). Whereas blended learning has shown several advantages such as increasing information retention and gaining time (Li & Lalani, 2020), one of the important advantages that blended learning poses is maintain students' motivation to learn.

### **1. Statement of the Problem**

The COVID-19 pandemic remarkably affected different areas of society, politics, health, and education. Serious procedures were implemented to prevent the spread of the virus. One of which was to suspend educational institutions. In higher education, classical learning of the classroom shifted to online learning to later become a combination of the two. BL was a

suggested learning method to overcome the difficulties of studying under the conditions of the pandemic. However, this new learning-teaching process faces various challenges. Among many problems is students' motivation to learn. Motivation is necessary to enhance their learning and improve their achievement. this research focuses on examining the effects of the blended learning method on students' motivation to learn during the coronavirus pandemic.

## **2. Research Objectives**

As stated above, blended learning played a major role in the educational process during the lockdown, which led the researcher to initiate the study of the effects of the BL approach during the COVID-19 pandemic on students' motivation at Biskra university. Hence, the objectives of this study can be states as follows:

-To determine the degree of the effect of BL on EFL students' motivation at Biskra University.

- To find out the factors influencing students' motivation during the COVID-19 pandemic in Algerian universities.

-To identify the different BL strategies used by teachers during the COVID-19 pandemic to motivate students to learn.

## **3. Research Questions**

The research addresses the following questions:

Q1. How did the blended learning approach affect the EFL students' motivation?

Q2. What are the factors that influenced students' motivation during the COVID-19 pandemic in Algerian universities?

Q3. What are the strategies that teachers used to motivate their learners during the Covid19 pandemic?

## **1. Research Hypothesis**

In the light of these research questions, this study is based on one hypothesis which is:

H<sup>1</sup>: The application of the blended learning method at Mohamed KhaiderBiskra University during the COVID-19 pandemic affected EFL students' motivation positively.

## **2. Research Methodology**

Because this research investigates the different effects of BL on students' motivation during the pandemic, the mixed-method seems to be the most suitable to serve the nature of this study. In order to explore the topic and answer the questions of this dissertation, the researcher will collect quantitative data through the survey method (i.e., questionnaire) and qualitative data by interviewing teachers.

The population of this study encompasses teachers who will be selected based on their experience in teaching according to the classical method before the pandemic, as well as their experience in using the blended method during the pandemic. Additionally, the survey targets second-year MASTER students in both majors (Language Sciences & Literature and Civilization) of the English department at the Mohamed KheiderBiskrauniversity. These students are chosen for this study because they've been learning using the blended method for three years and are well- familiar with the process. They are also as familiar with the process of face-to-face learning before the pandemic.



### 3. Structure of the Dissertation

This dissertation is divided to three main chapters. The first part, which consists of two chapters, covers the background study of the two variables of the research which are blended learning approach and students' motivation. The third chapter includes the practical part it consists of The description of the fieldwork, the analysis, and the discussion of the findings.

**Chapter one:** presents the blended learning concept, and defines its main components. It also examines its purposes and models. Additionally, the chapter provides a comparison of BL with Hybrid Learning (H-learning) and what is H-learning. It explores the challenges that face BL in light of the COVID-19. Then it studies the advantages and disadvantages of this approach. Finally, the shift from traditional learning to BL.

**Chapter two:** deals with the definitions of motivation, the relationship between motivation and learning, its types, and the importance of motivation. Some significant theories concerning, also discuss how the lockdown during the pandemic affected students' motivation to learn.

**Chapter three:** devoted to the fieldwork of the research. It explains the tools used to gather data, discusses the findings, and analyses the data collected. After analysing the main results, it concludes with answers for the research questions.

# **Chapter One: Blended Learning (BL/B-learning)**

# **Chapter One :Blended Learning**

## **Introduction**

The chapter at hand aims to clarify different definitions of the blended learning approach. It also examines the two components of this method and sheds light on its purpose in the educational field. The chapter also provides a comparison between hybrid learning and blended learning. Additionally, it attempts to identify the different advantages and disadvantages of blended learning and the challenges it faced during the lockdown of the COVID-19 pandemic and after it.

### **1.1. The Concept of Blended Learning**

Blended learning has become a more popular method of learning and teaching in recent years due to the widespread use of technology-based learning. According to Pappas (2015), it is estimated that online learning has been used since the 1990s (as cited in Wang & Huang, 2018). During the pandemic of COVID-19, this learning method met more popularity due to its accessibility, practicality, and safety. Wang & Huang (2018) stated that blended education is a combination between e-learning and traditional education. This approach requires the complementary use of conventional educational tools with e-learning tools to make the process of learning and teaching successful (Abd al-Ati & al-Mukhini, 2010). They also provided different definitions of blended learning, including:

Khamis (2003, p. 255) defines it as "It is an integrated system that aims to assist the learner during each stage of his learning, and is based on integrating traditional and electronic education in its various forms in the classroom." Blended learning is a system in which instructors combine traditional and online methods for teaching and learning. Similarly, Singh (2003, p.51) explains that this education combines traditional learning with distance learning, and it occurs

offline, where students and teachers are face-to-face in a classroom, and online, where they connect using the internet.

In the same way, Milheim (2006,p.44) also explains that "It is learning that combines the characteristics of both traditional classroom education and online learning in an integrated model that makes use of the maximum available technologies for each."Blended learning necessitates access to the internet and the availability of electronic devices and technological tools.

On the other hand, Zaytoun (2005, p.173) asserts that "It is one of the forms of teaching or learning in which e-learning merges with (traditional) classroom education in one framework, where e-learning tools, whether computer-based or network-based, are employed in lessons, such as computer labs and smart classes, and the teacher meets most of the time with the student, face to face". Zaytoun (2005) clarifies that blended learning uses electronic networks and devices to facilitate the learning process. However, the students and instructors meet face-to-face in the traditional classroom for the most part.

## **1.2. Components of Blended Learning**

According to the American researcher Bersin (2004), blended learning is divided into two main components: face-to-face instruction and online instruction:

### **1.2.1. Face-to-Face instruction**

It is an instructional method in which a group of students is taught the course content and learning material in person. This necessitates students and teachers to interact directly in a classroom. It is the most conventional approach of instruction and learning in which learners gain from interaction with their teachers and classmates. Students in face-to-face learning are held accountable for their progress according to the class schedule (Ananga and Biney, 2017). According to SO & Brush (2008) (as cited in Boucetta, 2021, p.14), "The traditional classroom is a place where the teacher and his/her students interact with each other". Face-to-face learning

allows students to interact with one another and ensures a better grasp of the lessons and material presented. As figure 1.1 illustrates, classroom learning provides students with one-to-one feedback and personal assessment and guidance from the teachers.

### 1.2.2. Online instruction

Online instruction is an educational system where students learn in a completely virtual environment. Studies show that online learning (also known as e-learning) is especially common in higher education. It was initially introduced in the 1990s with the creation of the internet and used in distance learning (Ananga and Biney, 2017). According to Bleeker & Crowder (2022), online learning or electronic learning refers to using ICT tools to enable access to online teaching and learning. It allows students from different places of the world to engage with an educational institution to learn at their own pace and with more flexibility. As shown in *Figure 1.1*, e-learning demands students to have self-control and be self-disciplined and self-directed.

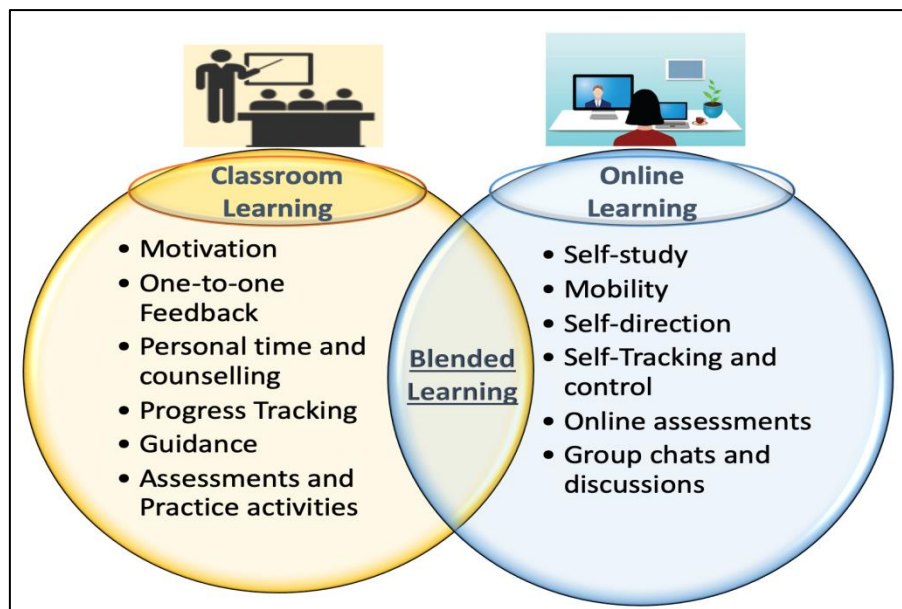


Figure 1-1 Blended learning combines the best of two learning approaches (Raghava, 2019).

Retrieved from <https://designinginstructionwithk.com/2019/06/23/blended-learning-why-it-is-the-best-learning-approach/>

### **1.3. The Purposes of Blended Learning**

Researchers and educators explain that the blended learning approach has numerous beneficial purposes for the learning and teaching process. Tucker (2018) explains that integrating e-learning with classical classroom learning creates a learning environment that meets students' different needs as it enhances their strengths and improves their weaknesses. Tucker's (2018) shows that teachers are inspired and motivated to overcome the challenges that face learning. He adds that blended learning assists teachers in becoming more productive and making more effort with their students by keeping them engaged, encouraged, and motivated.

Through blended learning, students can access a vast library of developmentally appropriate learning resources any time they want and wherever they happen to be as long as they have access to the internet and a device. They can learn as much as they wish during school vacations, weekends, and wherever they are. Tucker (2018) insists that this approach shifts students to the centre of learning and design lessons that give them more control over their experience.

Blended learning facilitates learning for students by allowing learners of different needs to work on their achievement progress at a suitable pace to the best of their abilities. In a traditional classroom, all students are taught at the same level and simultaneously. It is expected of them to improve at the same pace. However, more attention is given to students' needs in blended learning, and activities are customized to help satisfy these needs. On the one hand, blended learning allows fast learners to progress more quickly without losing motivation and getting bored with the material presented. On the other hand, students with academic difficulties can get extra help and make good progress toward success ("Blended Learning", "n.d").

## **1.4. Blended Learning Vs. Hybrid Learning (H-leaning)**

Some experts view blended learning and hybrid learning as synonymous or equivalent in most ways. While it is true that they are similar, they are not the same. The following part provides an explanation that shows the distinction between the two.

### **1.4.1. What is Hybrid Learning?**

Hybrid learning is a method through which students learn in-person and online activities simultaneously. It can assist participants in improving their self-directed learning and time management abilities. During class instruction sessions, students are encouraged to learn from one another. While online learning enhances and reinforces classroom conversations, hybrid learning works best when it occurs before, during, and after class (Steele, 2022). Priya et al (2021, p.167) a specialists e-learning systems stated that "Hybrid Learning Model can assist you in balancing your personal and academic obligations in a manner that will benefit you to thrive in college". Therefore, hybrid learning may come in the form of online lectures, discussions, in-class training, blog assignments, Google meetings, guest lectures, and more.

### **1.4.2. How Is Hybrid Learning Different from Blended Learning?**

The terms hybrid learning and blended learning are frequently used interchangeably. According to Steele (2022), both have some of the same instructional features. Both are, however, distinct learning paradigms. Steele (2022) also clarifies that blended learning refers to any type of education that incorporates digital technologies, particularly web-based learning tools. Hybrid learning refers to synchronous lessons delivered both in-person and online simultaneously. This indicates that hybrid learning is a subset of blended learning, encompassing flipped classrooms and other approaches. In other words, all blended learning is hybrid learning, but not all hybrid learning is blended learning.

While blended learning and hybrid learning are two unique methods, teachers' choices have significant consequences on their students' achievement. Moreover, hybrid learning requires the teacher to pay attention to two groups of learners with different needs. That implies teachers need to make more effort to facilitate the learning experience. The teacher has to be good at presenting the lesson online and in-person and should be able to do that at the same time. On the other hand, blended learning is more in line with the learning imperative of learning businesses (Steele, 2022).

### **1.5. Models of Blended Learning**

Blended learning comes in a large variety of performance models. Wilson et al. (2013) classify them into six (06) models that clarify the different ways in which online learning blends with and supports the traditional learning approach.

The first model is the face-to-face method, which allows teachers to use technology in the classroom in certain situations. It is recommended for students who have more advanced abilities than their peers to help them improve and achieve better learning. It is also suggested for students who have difficulty keeping up with the class pace, especially in language learning classes.

The rotation model is another blended learning method that necessitates learners to change their learning environment from a standard classroom to a lab according to the schedule. It permits students to learn using online resources.

Furthermore, the flex model entails complete online learning with teacher supervision and assistance. It is recommended for students who have behavioural, academic, or social difficulties to provide a safer learning environment.

On the other hand, the online lab model requires learners to take some classes in the lab, not because of the challenges in the flex model but due to the school's limitations. Adults rather than teachers supervise these courses.



Meanwhile, the self-blend model is about improving the self-selected subjects to learn. It helps meet the demands of high school students seeking additional courses to aid in university admission or finding jobs.

The final model is the online model, which allows students with limited time to meet their teachers online and come in for face-to-face sessions or meetings.

### **1.6. Challenges That Face Blended Learning**

Educators identify some challenges that can affect the quality of the learning process using BL. Zayton (2005) states that the slow internet connection is perhaps the most technical problem that affects the learning procedures as it hinders students and instructors from being present in online classes. Worse than slow internet flow is its accessibility. Some students may not have the privilege of having access, and therefore, they can not attend these online classes (Zayton, 2005).

Another technical problem BL face is the lack of availability of technological tools and devices. According to Garrison & Kanuka (2004), the BL experience relies heavily on technical resources and tools, which means they must be dependable and up to date to have a positive effect. Educational institutions need to consider the accessibility of the internet and devices to all students for BL to be a possible and practical alternative to mainstream education. If the learners' do not have devices such as a computer, phone, or iPad to attend classes or access learning materials, the teaching-learning process will not be possible or fruitful.

Additionally, a serious problem both teachers and learners face is their lack of skills and training to use electronic programs and media to learn. Hofmann (2011) illustrates how learners' and educators' inability to use technology successfully presents a challenge in developing the learning process. Moreover, what Johnston (2018) mention in his study that some teachers' inability to effectively administer and control the students' progress and their failure to deliver the lesson content to their students through the screen and keep the students engaged and interactive.

Teachers face several problems maintaining the evaluation, observation, and classroom management.

## **1.7. Advantages and Disadvantages of Blended learning**

### **1.7.1. The Advantages**

According to researchers and educators, blended learning presents numerous advantages that facilitate and improve students' and instructors' learning and teaching experience. The following are some of the significant benefits that were collected from literature review.

#### **1.7.1.1. Individualized Learning Experience**

Students have different learning abilities and needs, and they do not always understand the material and grasp the information at the same pace. BL allows every learner to focus on the knowledge and skills they require. Both slow and fast learners feel more encouraged and comfortable studying at the speed that works. If students are having difficulty with a topic, they can use additional online resources or seek immediate assistance from their instructor (Kovalchuk, V. et al. 2021, p107).

#### **1.7.1.2. Flexibility**

BL helps educators reach more students in less time. As e-learning is flexible, it allows learners to choose the time and place convenient to study. Because they are not limited to a particular time or a specific classroom, learners can easily access the lectures, classes, and learning material when and where they are ready and encouraged to study ( White, 2021).

#### **1.7.1.3. Cost effective**

BL helps minimize the learning costs in several ways. First, the more teachers incorporate digital material in different formats such as audio, image or video, the less they need to spend on printing papers for the lessons. According to Biewener (2021) Teachers can design lectures and post them on websites so learners can easily access the course materials at no cost. BL also saves

money by reducing travel costs for both instructors and students as they do not have to commute to the traditional classroom. Additionally, working university students do not need to miss work to attend classes or meetings with their instructors. Moreover, BL requires fewer instructors and fewer classrooms, which means fewer expenses on staff and learning rooms (Biewener, 2021).

#### **1.7.1.4. Communication and Engagement**

E-learning minimises students' anxiety about communicating and makes them more comfortable and at ease with interacting with their peers and teachers during the session. BL shifts the learning experience from a speaker and listeners to a discussion between instructor and learners and among learners themselves. These students change from passive listeners to interactive members of a conversation as they are more encouraged to express their points of view and take part in the discussion (Biewener, 2021).

Additionally, e-learning provides students with several effective ways to communicate with their instructors about the course through email or the different social media platforms. According to Biewener (2021), since learners can access the course material outside the scheduled session time, they get to prepare and familiarize themselves with this material, further encouraging them to openly discuss and actively engage during the assigned session, whether online or F2F.

#### **1.7.1.5. Easy Evaluation and Feedback**

Blended learning allows teachers to evaluate their students in a quick and convenient manner. Teachers can track the material accessed by their students, and they can also see at what time and for how long they reviewed the material. According to new research “Using a blended learning environment can increase the scope of assessment, as we can build in activities that are automatically assessed and more formally engage in self- and peer-reviews’ (“Assessment”,

2021). BL presents digital tools and programs that makes the teacher's assessment of their learners' performance an easier task.

Additionally, BL provides teachers with feedback tools that allows more timely, targeted, and private feedback for the students. This formative feedback can be automated or from self, classmates, and instructors. The assessment feedback tools that BL provides allow teachers to evaluate and give feedback to students who are learning at various paces and on various tasks. This helps teachers support and encourage their students individually with what they need ("Assessment", 2021).

### **1.7.2. The disadvantages**

What makes learning methods unique is the fact that they are not perfect. They have advantages, as mentioned above, and disadvantages, which will be discussed below. A study by Celestino and Noronha (2021) identifies common factors in what students perceive as disadvantageous about blended learning. The two researchers say that the under mentioned disadvantages can be divided into two main branches. First, it refers to the student's personality: responsibility, time management, lack of will and resistance. Second, it is about connecting to prerequisites and the course's smooth running: technological knowledge, non-immediate responses, and excessive information.

#### **1.7.2.1. Responsibility and Time Management:**

Students need to be well-disciplined with their studies online because of Lockdown. They are commended for being able to manage their time and organizing their lessons and assignments, for the teacher can not watch over them. Additionally, it helps students heighten their senses of autonomy and punctuality. (Evseeva & Buran, 2015)

#### **1.7.2.2. Lack of Will and/or Resistance**

Students' motivation and willingness to learn online are vital for the effectiveness of their learning; lack thereof can be problematic. It hinders the teaching and learning process flow, affecting both the unmotivated and motivated students. Additionally, the resistance to change plays a negative role in developing students' skills and self-esteem. (Protsiv & Atkins, 2016)

#### **1.7.2.3. Non-immediate Responses**

When the interaction between teachers and students is limited, it interrupts the learning process. For instance, the impossibility of asking and getting answers at the moment causes doubts to arise. Some students would find answers to their problems with unclear guidance. (Karabulut-Ilgu & Jähren, 2016)

#### **1.7.2.4. Technological Knowledge**

Al Maskari (2019) claims that the lack of prior knowledge of computers or platforms is difficult for some students to deal with. If they do not have a basic understanding of computers, carrying out activities online would be challenging.

#### **1.7.2.5. Information Excess**

According to Al Maskari (2019), the abundance of information makes it intricate for students to process new found knowledge. Therefore, understanding the studied subject takes more effort to prevent confusion and do well in class. Teachers should control the quantity of information given in a course so that students find it easy to learn.

### **1.8. The Shift from Traditional Learning to Blended Learning**

The Covid-19 pandemic forced educational institutions to rapidly change the F2F traditional learning to distance and online learning. While BL has been used in different educational institutions for a time, it got more recognition after the lockdown. BL was a choice before the pandemic but during it, it became a necessary approach that educational ministries had

to implement. Students and instructors were forced into the new learning approach without any prior training. Even if they were not ready for this unexpected shift, they had to learn to adapt to using technology-supported instruction to enhance student learning.

Blended learning attempts to provide learners the best of both face-to-face and online learning. This pandemic may have changed the future of education not only in Algeria but world wide. It is important to say BL is not a completely foreign concept for neither students nor teachers. In its conventional meaning, BL combines interactions of students and teachers in classroom with online learning tools to improve the quality of learning. The widespread use of technology in teaching and learning allows for several ways through which teachers can use BL (Ferlazzo, 2021).

Instructors have incorporated technological tools and internet-based activities in their teaching before the pandemic. For example, some teachers post course lectures on blogs so their students can easily access them at home, which gives them time to better discuss this material in the classroom. This way learners are more encouraged to take part of the learning process. Another example of BL before the pandemic would be using different formats of educational material in lectures such as audios, videos, and computer-based tasks. However, after the lockdown, learning had to shift to be completely virtual to later turn into a combination of online classes and traditional classes. This rapid shift created numerous difficulties for both students and teachers such as limited knowledge of software and technology, time management issues, and lack of digital material (Ferlazzo, 2021).

## **Conclusion**

Blended learning is a learning approach in which the conventional F2F learning is combined with modern online learning. The first chapter of this study works to define this form of learning, illustrates its components and different models, and highlight its purpose. The chapter

also gives an insight about the challenges that this approach faces, as well as its advantages and disadvantages, and how learning shifted from traditional F2F learning to BL.

## **Chapter two: Student's Motivation**



## **Chapter two :Student's Motivation**

### **Introduction**

The significance of motivation to learning is clearly acknowledged by many researchers. In this chapter, we shall examine the term broadly in how it is linked to the students' learning experience. In other words, we will tackle its definitions, types, theories surrounding its relation to learning, the factors that contribute to motivation, how it affected students during COVID-19 lockdown and its importance.

### **2.1. Definitions of Motivation**

The concept of motivation has had several different and even contrasted definitions studied and described by researchers and scholars. Wade and Tavis (2008) state that the word motivation derives from the Latin word 'to move' and describe it as a process that helps individuals reach personal targets by providing purpose and will power. Chaudhary and Sharma (2012) state that motivation derives from 'motive', which refers to an individual's need. It describes motivation as a management technique that rewards employees when they reach organisational goals. That is to say, motivation pertains to the field of management

Kleinginna & Kleinginna (1981) say that there are over 140 reports and descriptions of motivation, while Pinder (2008) describes motivation as the forces that come from within an individual or from others around them, which controls the behaviour and formulates its duration, route and strength used to achieve the organisation's goals. Furthermore, Allscheid and Cellar (1996) describe motivation as the ability to do any job, whereas Broussard and Garrison (2004) define it as a quality that makes an individual do or not do a given task. Another definition by

Baron (1983) describes motivation as the various techniques that influence one's behaviour in reaching goals. In a nutshell, motivation can be defined as the desire to do something.

However, the concept of motivation is not conceived in that simple form. It seems that it has been impossible for scholars to agree on a single definition. Gottfried (2009) defines motivation in general as the summation of desire and the effort to achieve a particular goal, linking the individual's reason for any activity. Heckhusen (1991) also provides a general definition for the term; it a global term for a range of processes and effects whose mutual core is the realisation that an organism chooses a specific behaviour based on expected consequences and then executes it with some degree of energy.

## **2.2. Motivation and Learning**

Several scholars consider motivation one of the main elements that determine success in enhancing a second or foreign language usage. In learning, the definition of motivation refers to it as an essential element to determine the extent of learner's active involvement and attitude towards learning. (Ngeow, 1998). According to Gardner (1979), when talking about its relationship with learning, motivation is concerned with "Why does an organism behave as it does?" He defines it as those affective traits that guide the learner in acquiring elements of a second language and include the desire to achieve a goal and the effort expended in that direction. (Gardner in Gils & Clair, 1979) (as cited in Khouni, W. (2007).

According to Oxford and Shearin(1994), motivation determines the extent of active, personal involvement in L2 learning. Moreover, learning motivation is defined as behaviour that allows students to engage in their learning and motivate them to complete every task given by their teachers to pursue their goals in the study (Law et al., 2019; Ford, 1992). According to Dornyei (1998), motivation is no longer perceived as "a function of stimuli and reinforcements" but instead more on what the learner thinks and believes, acting it. The definitions of motivation

may vary. Still, they all share the same meaning: motivation has various sources that lead learners to acquire knowledge, realise ambitions, and achieve goals.

Learning motivation is the main lead in the learning process, and the goal of learning is to benefit from learning process. Sofyan and Uno (2004) state that motivation to learn plays a unique role in the growth of passion in each individual and creates a sense of willingness to learn. Similarly, Alderfer (1969) puts forwards that learning motivation is students' tendency to do all learning activities driven by the desire to accomplish the best achievement or learning outcomes. That is, students who have high motivation will have the spirit and a lot of energy to perform their daily tasks. Furthermore, Djamarah (1994) (as cited in Boucetta, 2021) says that the motivation to learn in each individual can be different, so some students want to avoid bad grades or avoid punishment from teachers. Some aim only to get a high score, but other students want to develop insight and knowledge. The motivation to learn is in significant demand, which plays a prominent role in providing passion or enthusiasm for learning (Alderfer, 1969). Overcoming the difficulties experienced in learning mostly requires tracing the factors that influence learning motivation (Bandura, 1988).

### **2.3. Types of Motivation**

Motivation in general and in learning has many types. Deci & Ryan (2008). work on motivation; they classify it into intrinsic and extrinsic motivations.

#### **2.3.1. Intrinsic Motivation**

Intrinsic motivation, simply put, is the type of motivation that comes from within, i.e., the learner's willingness to do a task is internal. Vallerand (1997, p.271) sets "When we are intrinsically motivated, we perform our work because we enjoy it". It means that students engage themselves because the activities give them pleasure, not because they expect rewards or punishment from the teachers. Research has shown that intrinsic motivation is closely related to a

range of positive outcomes, such as effort and persistence (Reeve 2002). Ryan and Deci (2020) postulate that students will be more intrinsically motivated when they perceive more relatedness, autonomy and competence.

### **2.3.2. Extrinsic Motivation**

Extrinsic motivation indicates the desire that is encouraged by external factors—resulting in students receiving rewards. They can be tangible, such as money or grades, or intangible, such as praise or fame. Ryan et al (1991) declare that extrinsic rewards diminish the learner's feeling of self-determination and freedom of choice. In other words, the student does not feel the pleasure of doing the tasks or activities. According to Van Etten et al (1998). students reported that getting a good grade was their dominant motivation in studies or even taking courses. Nonetheless, extrinsic prizes provide information and effect so that even for intrinsically motivated students, the extrinsic rewards of grades may have value. Therefore, many students possess extrinsic motivations, for not many fields of study are pleasurable enough to help hone their skills and achieve academic success.

## **2.4. The Major Theories of Motivation for Learning**

Motivation incites a considerable debate between researchers; it has a broad scope. Several theories about motivation are relevant to learning. In other words, to learn is to be motivated to acquire different types of knowledge. The undermentioned theories partake in the essential outcomes of the learning process:

### **2.4.1. Intrinsic and Extrinsic Motivation Theory**

According to Ryan and Deci (2000), intrinsic motivation is defined as an activity done without the expectation of external rewards. It is only done out of a sense of the sheer satisfaction or enjoyment it provides. Moreover, the right level of challenge, sense of control, adequate skills, curiosity, willpower and a positive attitude are some key factors that can trigger intrinsic

motivation and can help prolong motivation. Some studies show that intrinsic motivation can direct students to participate in academic activities to experience fun, challenge, and novelty far away from any external stressors and without anticipations of rewards and prizes (Ryan & Deci, 2000).

Success is not arbitrary. It is hard work, learning, perseverance, sacrifice, and love of what the students are doing or learning to do. As Tohidi & Jabbari (2012) define in contrast, extrinsic motivation depicts the activities that students engage in while anticipating rewards. They can be in the form of praise, good grades, recognition, out of compulsion, or fear of punishment. Although extrinsic motivation can initially boost students' will power and engagement, it does not provide a lasting level of perseverance and is challenging to maintain over time. Finally, external compliments or prizes undermine the probability that students will participate in the educational activities for their own sake or enhance their knowledge.

Li & Lynch (2016) claim that both types of motivation have their place in the learning process. While intrinsic motivation can result in superior levels of self-motivation, extrinsic motivation often provides that initial boost that makes students join in the activity and can help sustain motivation throughout the learning process. It is not easy to guide students to learn how to be highly motivated, take on challenges, and be able to apply their newly found information in real-life situations. Nevertheless, suitable employment of both would give students the skills to achieve better results.

#### **2.4.2. Self-determination Theory**

SDT explains the types of motivation mentioned above: intrinsic and extrinsic in terms of self-regulation. Extrinsic motivation reflects external behaviour, and inherent motivation relates to proper self-regulation (Ryan & Deci, 2006). This theory clarifies that intrinsic motivation has a close relationship with the satisfaction of basic psychological needs of autonomy, competence,

and relatedness and depicts how these natural human tendencies relate to several key features in the learning process.

**Figure 2.1** below is a summary of the Self-Determination Theory as it illustrates the basic human needs. It identifies the following three elements: Competence, Relatedness and Autonomy.

Firstly, competence is the need to have an effective relationship with the environment. Secondly, relatedness is about the need to have a close relationship with others. Lastly, autonomy is about the need to control in which way our lives are directed. This further pushes learners to be more motivated to engage and take part in discussions and activities in order to satisfy these needs.

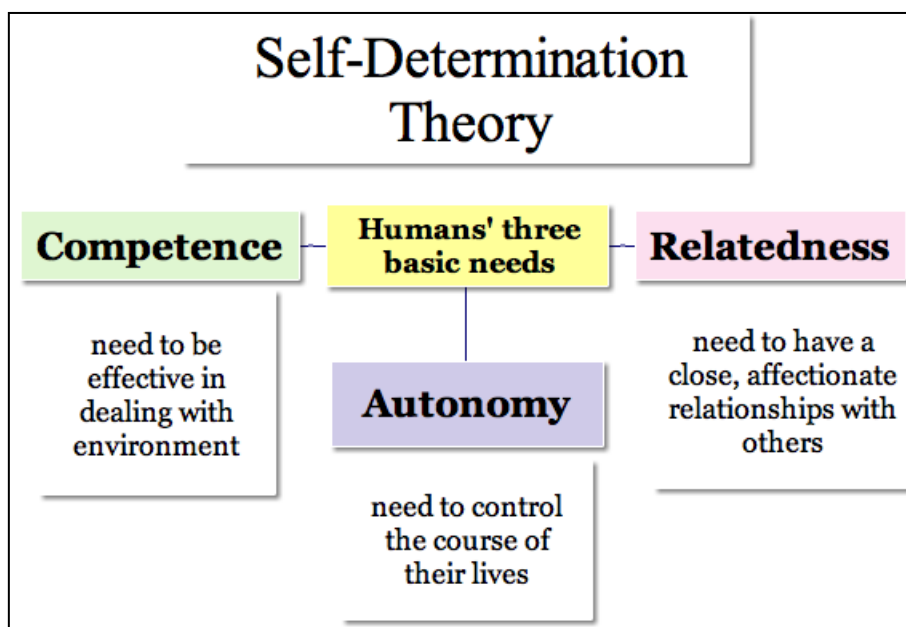


Figure 2-1 Self-determination theory by Deci and Ryan (1997)

Retrieved from <https://positivepsychology.com/self-determination-theory/>

### 2.4.3. ARCS Model

The acronym ARCS means Attention, Relevance, Confidence, and Satisfaction. Keller created the ARCS model as an approach of designed instructions that addresses four components of motivation to focus on the motivational aspects of the learning environment (Keller, 1987):

- Piquing interest.
- Creating relevance.
- Developing an expectancy of success.
- Increasing satisfaction through intrinsic and extrinsic rewards.

The ARCS model emphasises capturing students' attention as a means of sustaining their engagement in learning. In addition, it shows how this can be accomplished by using attractive and stimulating media or learning material that is relevant to their experiences and needs. According to Keller (2008), ARCS recognises how self-esteem is related to students' expectancy of success, how positive attitudes towards the learning process result in greater contentment from acquiring knowledge, as well as how intrinsic and extrinsic rewards motivate students to be active learners and maintain their motivation throughout the learning process.

Below is a **Figure 2.2**, which goes into detail about this model's main components:

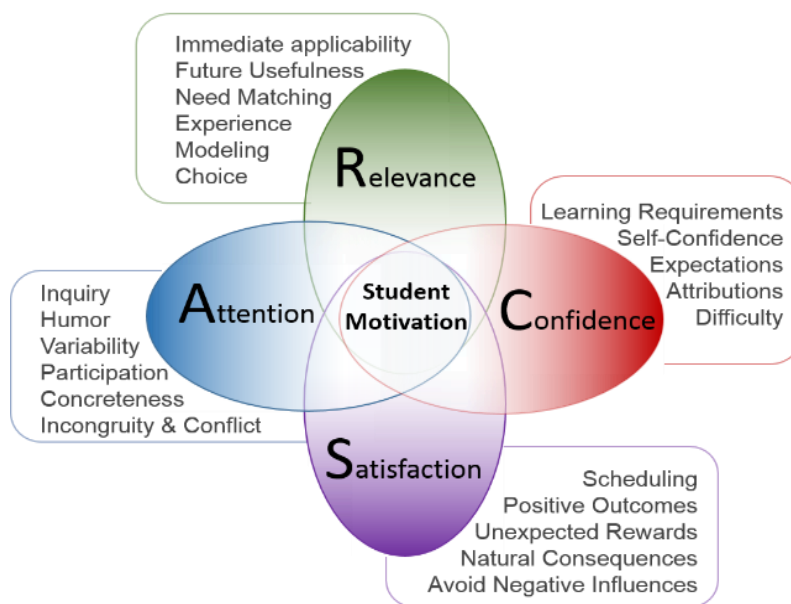


Figure 2-2 model design adopt from Souders, PsyD candidate, MSPP, ACC by Keller (2010)

Retrieved from <https://www.pinterest.es/pin/455778424793624341/>

Keller (2010) suggests that this model is a problem-solving approach to designing the motivational aspects of learning environments to entice and prolong students' motivation to learn. There are two significant parts of the model. The first one is a set of categories representing the components of motivation, which are the result of a synthesis of multiple research on human motivation. Next, the second part of the model is a systematic process that assists teachers in creating appropriate motivational progress for learners. The structure allows them to identify the various elements contributing to the students' motivation. The design helps the teachers recognise students' motivational characteristics in a learning environment and then assign appropriate strategies for them. Keller (2010) A detailed description will be mentioned in *Table 2.1* below.

Table 2.1 Keller's - ARCS Model

<b>Attention</b>	<b>Relevance</b>	<b>Confidence</b>	<b>Satisfaction</b>
<p><b>Perceptual Arousal</b></p> <p>Provide novelty and surprise</p>	<p><b>Goal Orientation</b></p> <p>Present objectives and useful purpose of instruction and specific methods for successful achievement</p>	<p><b>Learning Requirements</b></p> <p>Inform students about learning and performance requirements and assessment criteria</p>	<p><b>Intrinsic Reinforcement</b></p> <p>Encourage and support intrinsic enjoyment of the learning experience</p>
<p><b>Inquiry Arousal</b></p> <p>Stimulate curiosity by posing questions or problems to solve</p>	<p><b>Motive Matching</b></p> <p>Match objectives to student needs and motives</p>	<p><b>Successful Opportunities</b></p> <p>Provide challenging and meaningful opportunities for successful learning</p>	<p><b>Extrinsic Rewards</b></p> <p>Provide positive reinforcement and motivational feedback</p>
<p><b>Variability</b></p> <p>Incorporate a range of methods and media to meet students' varying needs</p>	<p><b>Familiarity</b></p> <p>Present content in ways that are understandable and that related to the learners' experiences and values</p>	<p><b>Personal Responsibility</b></p> <p>Link learning success to students' personal effort and ability</p>	<p><b>Equity</b></p> <p>Maintain consistent standards and consequences for success</p>

From [https://julietausend.files.wordpress.com/2013/07/arcs\\_model\\_components\\_table.jpg](https://julietausend.files.wordpress.com/2013/07/arcs_model_components_table.jpg)

*Table 2.1* gives a thorough explanation of the ARCS model as mentioned in *Figure 2.2*.



#### 2.4.4. Expectancy theory (Vroom's Expectancy Model)

It was initially developed depending on the study conducted by HemaMalini & Washington (2014) to explain how a motivational work environment can stimulate employees; it shows the relationship between the expectations of success and anticipation of rewards. It also demonstrates the amount of effort expended on a task and its relationship to overall performance. Expectancy theory supports the idea that motivation is a choice based on the expectation of the outcomes of certain behaviours. It indirectly means extrinsic motivation as well, for it is an external factor boosting students' motivation. In an educational context, this means that the students' interpretation that their effort will result in good or better performance (expectancy). They believe that their achievement will lead to the desired goal and prizes (instrumentality). Lastly, the value of the rewards is satisfactory and assists the purposes of the student (Bauer; Valence, Orvis, Ely, & Surface, 2016).

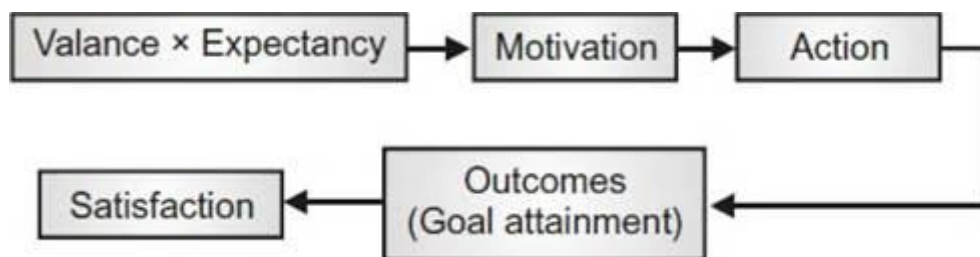


Figure 2-3 Expectancy Model

From [https://ebrary.net/2842/management/argyriss\\_theory](https://ebrary.net/2842/management/argyriss_theory)

*Figure 2.3* above shows the direction taken by expectancy theory as it starts from expectancy, then motivation, then action, and goal attainment leading to satisfaction. Whereas *Figure 2.4* below illustrates Vroom's expectancy model, which mainly tries to answer questions that satisfy the students' desire to succeed, such as "will my effort improve my performance, which will lead to getting rewards that satisfy my goals?"

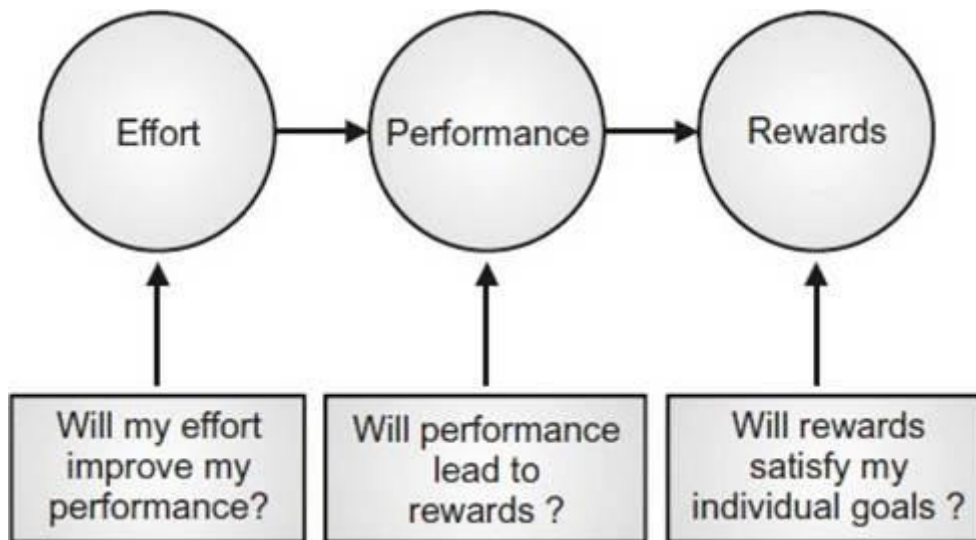


Figure 2-4Vroom's Expectancy Model

– Linked from [https://ebrary.net/2842/management/argyriss\\_theory](https://ebrary.net/2842/management/argyriss_theory)

## 2.5. The Importance of Motivation

Motivation aims to stimulate, encourage, and facilitate learning activities. Learning is a systematic process which requires motivation and guidance toward desirable ends. Ambrose et al. (2010) state that motivation plays a critical role in leading the way, intensity, persistence, and quality of the practised learning behaviours. When students gain favourable value in a learning goal or activity, they will successfully achieve the wanted learning outcome and perceive support from their environment. Motivation plays a crucial role in articulating learning goals for various reasons: showing students the specific value they will acquire from a particular lesson, course, or activity. It is vital to attempt to make the learner ready to increase the alertness, vigour, and wholeheartedness of learning. This attempt shows the role/importance that motivation plays, regardless of type.

Academic motivation is essential because even with the best teachers, faculty, curriculum and environment if students are not motivated to learn and improve, achievement gains will be difficult, if not impossible. Higher motivation to learn has been linked to better

academic performance and greater conceptual understanding, satisfaction with school, self-esteem, social adjustment, and lower dropout rates. (Gottfried, 2009; Gottfried, 1985; Ryan & Deci, 2009; Ryan & Deci, 2000).

### **Conclusion**

Motivation's crucial part that contemporary research cannot overlook. The lack of motivation in education can damage the students' learning process and minimise the achieved goals. This chapter examined how the concept of motivation in education affects students' learning process. The definitions of motivation, its types, and importance were tackled. Some significant theories concerning the relationship between it and learning were also discussed as well as how the lockdown during the pandemic affected students' motivation to learn.

# **Chapter Three: Fieldwork and Data Analysis**

## **Chapter Three: Fieldwork and Data Analysis**

### **Introduction**

The previous chapters examine the two variables of this study: blended learning and motivation, and provide sufficient information to make the investigation of teachers' and learners' attitudes towards the impact of BL on EFL learners' motivation possible. Accordingly, the current chapter attempts to summarise the findings of the learners' questionnaires and teachers' interviews. Moreover, it endeavours to analyse and explain these findings to get reliable results objectively. That is to say, the results give insights into the relationship between the two variables, answer the research questions, and permit or reject the main hypothesis.

### **3.1. Research Methodology**

Because this research investigates the different effects of BL on students' motivation during the pandemic, the mixed-method seems to be the most suitable to serve the nature of this study. To explore the topic and answer the questions of this dissertation, the researcher collects quantitative data through the survey method (i.e., questionnaire) and qualitative data by interviewing teachers.

#### **3.1.1. Research Design**

The researcher chooses a descriptive and a non-experimental design to answer the research questions. The research's main objective is to assess the BL approach's effect on learners' motivation during the COVID-19. The present study uses a mixed-method approach for gathering data. It combines qualitative and quantitative methods, which ensures the credibility of the findings. Because the nature of the research necessitates an in-depth understanding of the problem and its causes, this mixing of data gathering tools provides a more understanding of the problem.

### **3.1.2. Population and Sample**

The population targeted by this study cover second-year master's students in both majors (Language Sciences and Literature and Civilisation) of the English department at the Mohamed Kheider Biskra university. The reason behind selecting this particular population for this study is that they have been using the blended method for three years and are well-familiar with the process. They are also as familiar with the process of face-to-face learning before the Pandemic.

A random sampling approach was used to gather data from the students; this technique allows for examining the problem from various perspectives and minimises bias in the findings. Eventually, forty (40) master's two students responded to the questionnaire. Additionally, seven (07) teachers were invited to participate in the interview, and they were selected based on their experience in the field of this study.

### **3.1.3. Data collection method**

Data collection tools employed to achieve this paper's objectives, test the research hypothesis and solve the research questions included a questionnaire administered to students to examine their motivation in the light of blended learning approach during the pandemic. Moreover, we interviewed teachers from the department of English to learn about the teaching instructions before and during the pandemic, the significant problems they faced with teaching using the BL approach, and how they motivated their students.

## **3.2. Students' Questionnaire**

### **3.2.1. Description of the Students' Questionnaire**

This questionnaire aims to examine students' motivation during the pandemic. It also highlights the difficulties students face with motivation and checks students' perceptions of the concept of blended learning. The questionnaire is designed for second-year master's students in both majors (Language Sciences and Literature and Civilisation) at the University of Mohamed

Khider – Biskra. We opted for a sample that contained (40) students amongst the population, which comprised 243 students, 160 Language Sciences students, and 83 Literature and Civilisation students. The questionnaire was structured (See Appendix A), and it was divided into three main sections that comprised open-ended and close-ended questions.

### **Section one: General Information**

The first section of the questionnaire included four (04) questions that aimed at collecting some basic information about the participants in the sample. The first question was to determine the participants' gender, the second question was to identify the participants' age, and the third one was to mention their reason behind choosing to study English at the university. The last one asked about what they think of their English level as M2 students. The purpose of this section is to describe the sample.

### **Section two: Students' Attitudes towards Blended Learning**

The second section included 09 main questions about students' attitudes toward blended learning. At first, the questions inquired whether using the BL approach during the pandemic made learning easier than pre-pandemic traditional face-to-face learning. It also examined the effects of the BL on students' academic achievement. Furthermore, we asked them about their efforts during the BL online classes and face-to-face classes. Additionally, it addressed the students' opinions about online courses.

Moreover, it asked students about the difficulties they faced during online classes, as well as their participation and interaction with their peers and teachers during these classes. Next, it inquired about the necessity of students' awareness and attention during online learning. The students were then asked how satisfied they were with the blended learning approach and which learning approach they preferred.

### **Section Three: Students' Motivation in Blended Learning**

The present section consisted of 10 main questions. In the beginning, we asked the participants to indicate the importance of motivation in learning. We then asked them to evaluate their motivation to learn at university. Next, we asked them about their opinion of implementing the BL approach as a motivation tool during the Pandemic. In addition, we asked them to choose which types of intrinsic (personal) factors can affect their motivation to learn online during the pandemic, as well as which types of extrinsic (outsider) factors can affect them. Also, which one of the previous motivational factors they were influenced by.

Furthermore, we asked these participants to what extent they felt motivated in the absence of both of these factors. In addition, we asked them what caused their amotivation. Then we asked them whether they felt more motivated to learn during online class or F2F class. The last question in this section was to ask for students' opinions about the adaptation of BL as a learning approach at university even after the pandemic ends.

#### **3.2.2. Administration**

The final version of the questionnaire was designed using Google Forms. Then it was administered online to the target population via two Facebook groups: UMKB PROMO 2017 Science of Language and UMKB PROMO 2017 ENGLISH DIVISION ( LITERATURE& CIVILIZATION) on Sunday, May 22, 2022. Submitting the questionnaire online was the only option because M2 students were unavailable at university. Even though it took a while to reach the required number, in the end, it was possible.

#### **3.2.3. Analysis of Students' Questionnaire**

##### **Section One: General Information**

**Item 1.** Please specify your gender.



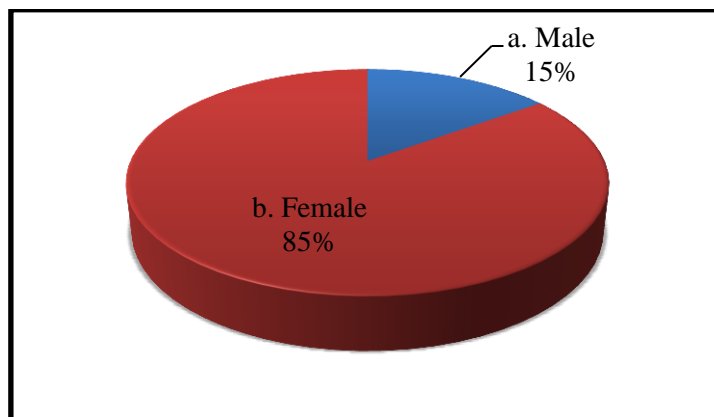


Chart 3.1 Students' Gender

The present item specifies the gender of the participants. As presented in *Chart 3.1*, the majority of the participants are females. Out of forty (40) participants, there are only 06 (15%) males, while the rest (85%) are females. This might refer to how females are more likely to be interested in studying English as a foreign language than males are.

**Item2.** How old are you?

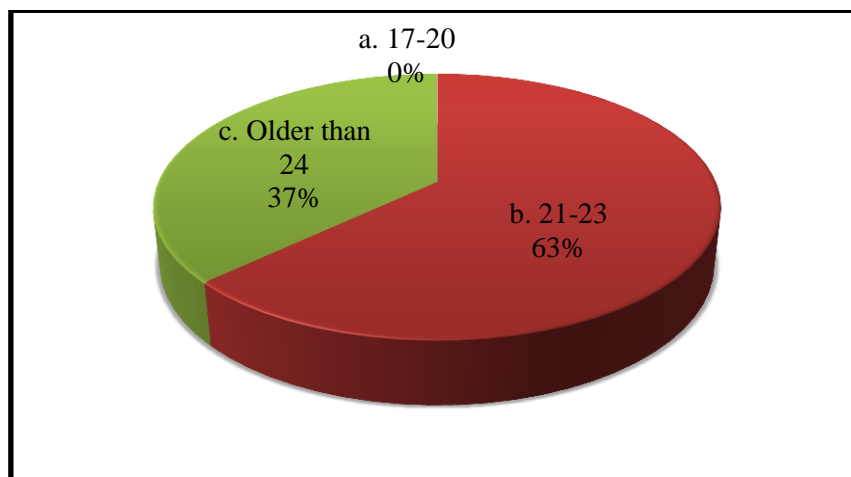


Chart 3.2 Students' Age

As shown in *Chart 3.2*, our sample has three age groups. Out of the total number of students in the sample, which is forty (40), zero students fall between seventeen and twenty. However, most respondents' ages vary from twenty-one to twenty-three (21-23) years old\_

five students (63%) are between twenty-one to twenty-three years old. Lastly, students aged twenty-four and older constitute 37% of the sample's total.

**Item3.** Students' Choice of Learning English at University was:

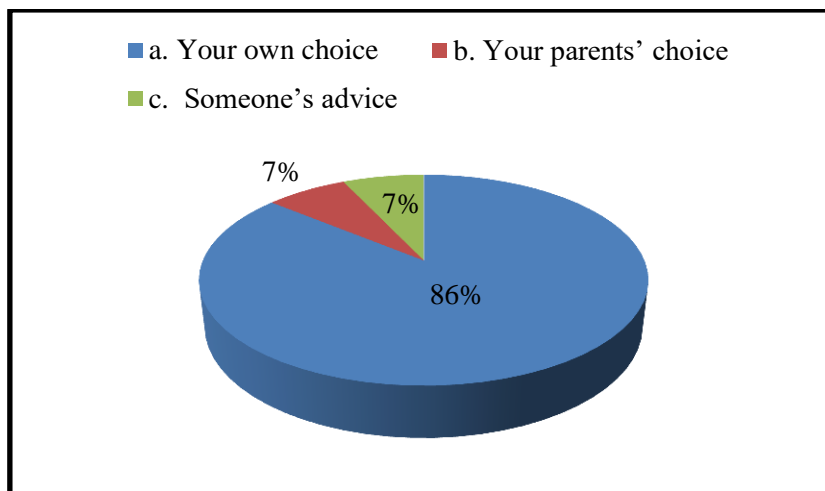


Chart 3.3 Students' Choice of Learning English at University

The results presented in *Chart 3.3* show that most participants' choice of studying English is personal. 34 (86%) participants said that studying English was their choice. However, 03 (7%) students chose it because of their parents, and 03 (7%) students chose it because it was suggested to them by someone else. That is to say that most students choose to study English because they are interested in the language. Thus, they are expected to be motivated to learn new things about this language.

**A follow-up question: If it was your own choice, was it because:**

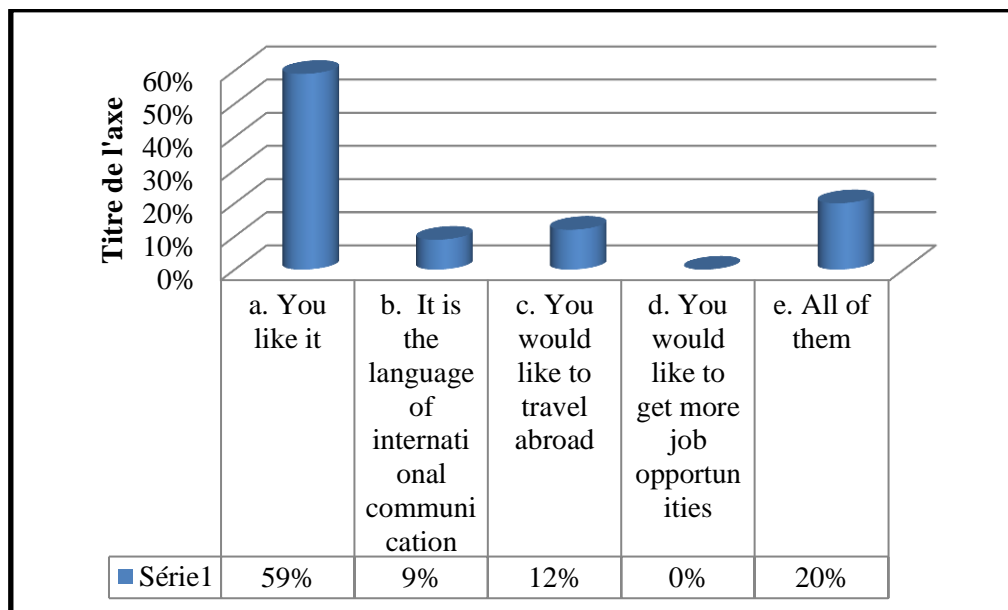


Chart 3.4 Students' Reasons for Their Choice of Learning English at University

#### Other reasons

- I am good at it
- I love English

The first choice of the previous question was accompanied by a sub-question represented in "If it was your own choice, was it because". *Chart 3.4* shows that only 34 of 40 students answered it. 20 (59%) said that they chose English because they like it, 3 (9%) students chose it because it is the language of international communication, and 4 (12%) because it is a chance to them through which they can travel abroad. No one chose the fourth option\_ to get more job opportunities\_ yet 7 (20%) answered that they chose English because of all of the above. Students gave almost similar answers when asked to mention other reasons: I am good at English and I love English.

**Item 4.** How do you consider your level in English?

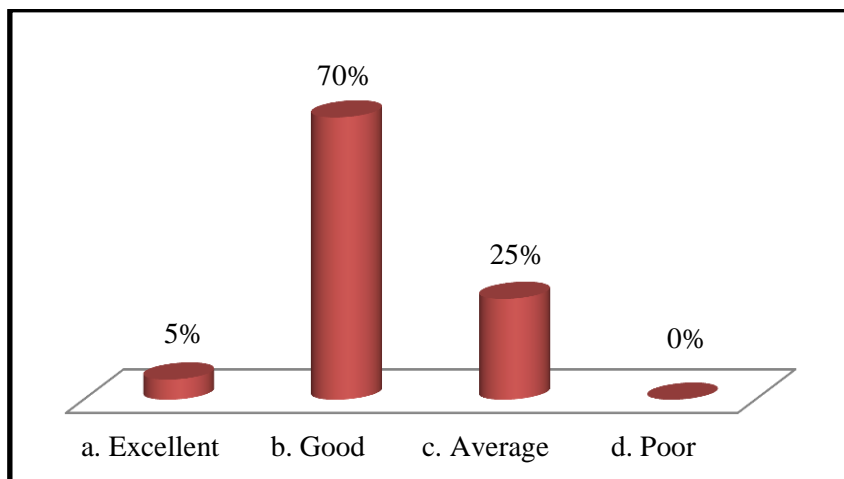


Chart 3.5 Students' Level in English

In **Chart 3.5**, we find that out of 40 (100%) students, 2 (5%) said that they are excellent at English, 28 (70%) said that they are good at it, while 10 (25%) said they are average. None of them said that their level of English was poor. It seems that most students are good at English, and no one's English is poor.

## Section Two: Students' Attitudes towards Blended Learning

**Item 5.** Did using the BL approach during the pandemic make learning easier than pre-pandemic traditional face-to-face learning?

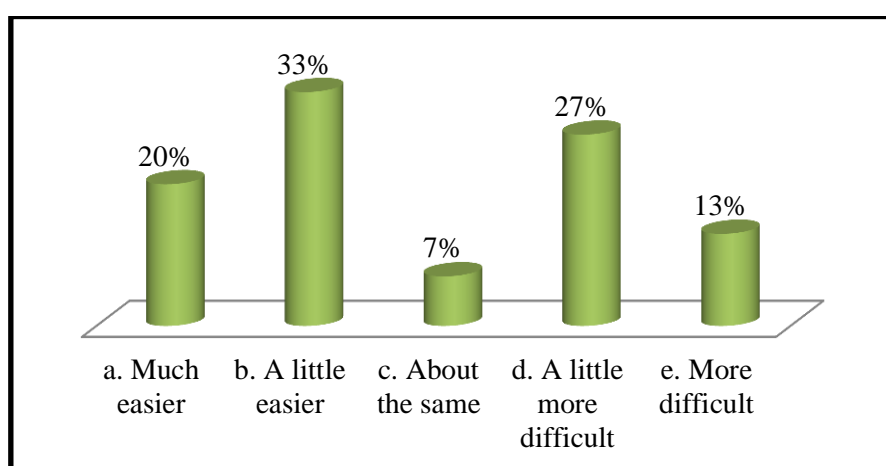


Chart 3.6 The Effects of Using Blended Learning during the Pandemic from Students' Point of View

**Chart 3.6** illustrates students' opinions on the effects of using BL during the pandemic in comparison to F2F traditional learning. While 8 (20%) students indicated that studying during the

pandemic using BL was much easier, 13(33%) of them said it was only a little easier. 3(7%) They admitted that it was about the same. Meanwhile, 11(27%) students stated that it was a little more difficult experience, and the rest, 5(13%), thought that using BL made learning more difficult. That is to say, even though more students thought learning using the BL approach during the pandemic was easier than learning F2F using the traditional approach, some have found it more challenging and not as effective.

**Item 6:**How did the use of the blended learning approach affect your academic achievement when compared to face-to-face learning?

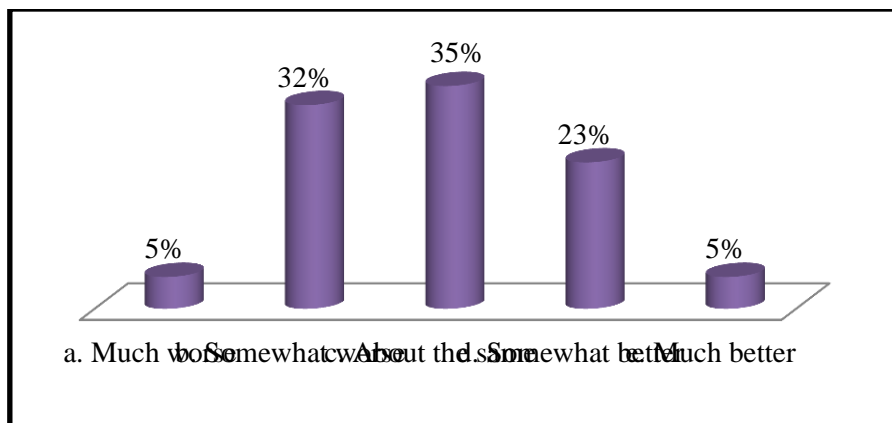


Chart 3.7 Effects of Blended Learning Approach on Students' Academic Achievement

**Chart 3.7** displays that while 14 (35%) students said that the use of BL did not affect their achievement, 13(32%) said that their achievement got somewhat worse after implementing BL, and 9(23%) students said it got much better. 2(5%) said their academic achievement got much worse, and the same percentage said it got much better. The implementation of BL seems to have drastically affected some students' achievement negatively and others positively, but it made little to no impact on a good number of these students.

**Item 7.**How much effort do you put into your blended learning classes?

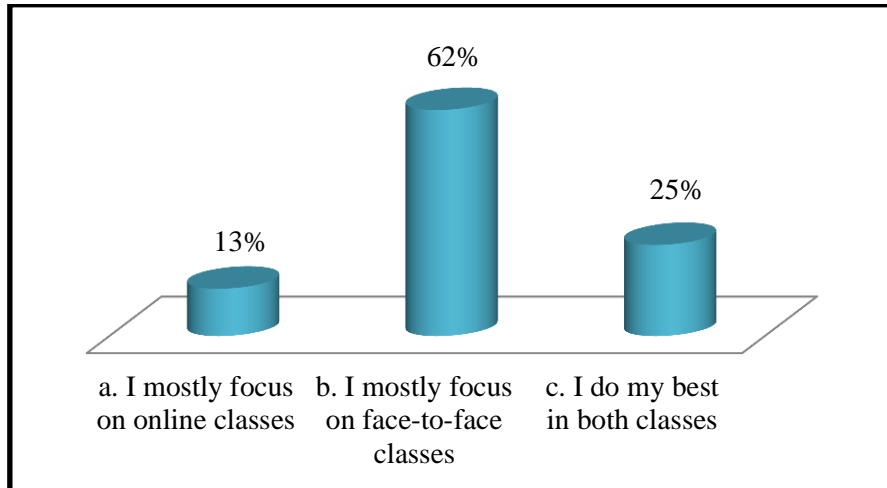


Chart 3.8 Students' Efforts during Blended Learning Classes

The **chart 3.8** presented above shows the students' answers when asked how much effort they make in their BL classes. While 25% of them stated that they do their best in both classes, 13% of the participants said they mainly focus on online classes. However, 62% of the respondents said they focus mostly on face-to-face classes. These results show how most students tend to make more effort in face-to-face classes, where teachers and students collaborate.

**Item 8.** How did you find the online courses?

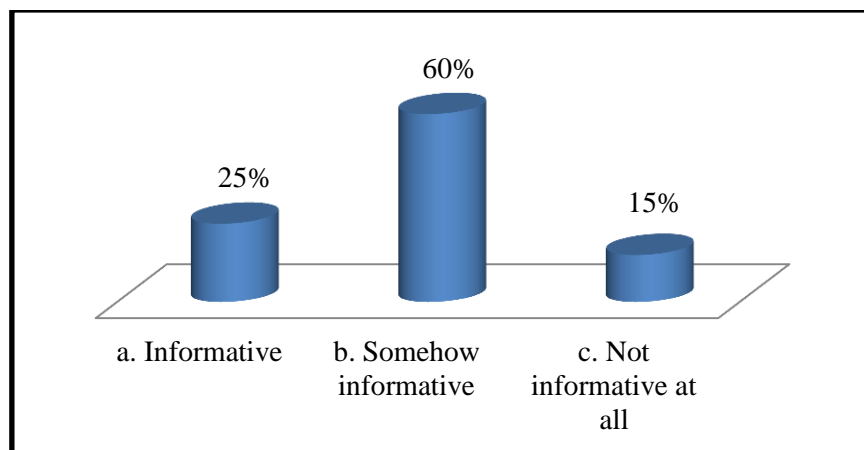


Chart 3.9 Students' Opinions about Online Courses

This item was included to elicit students' attitudes towards online courses. As demonstrated above in **Chart 3.9**, only 25% of the participants find online classes informative, whereas 60% of the participants admit it is somehow informative. However, the smallest

percentage of the participants did not see it was informative. These results show most students do find online classes as informative as traditional classes.

**Item9.** Did you face any difficulties while learning online?

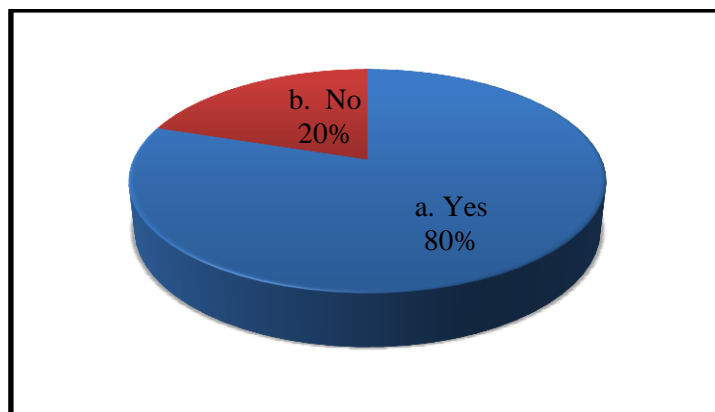


Chart 3.10 Students' Difficulties While Learning Online

As shown above, in *Chart 3.10*, most students reported that they face difficulties while learning online. In comparison, only 20% of the participants reported that they did not face any complications related to online classes.

**\*A follow-up question: If yes, what are the difficulties you faced?** (You may choose more than one answer).

We have summarised common issues in the following table:

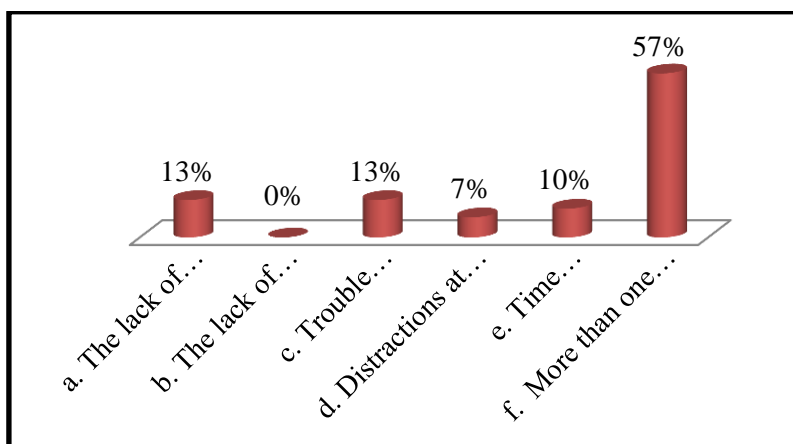


Chart 3.11 Students' Online Learning Difficulties

As shown in the table and graph above (*Chart 3.11*), 13% of the sample stated that the lack of technical tools was an issue. Nevertheless, none of the participants stated that the lack of the appropriate computing and digital skills was a factor. On another note, 13% of the participants asserted that trouble accessing the internet hindered their learning. Whereas 7% of the participants said that distractions at home influenced their willingness to learn, 10% of the participants saw that time management was their challenge. The most selected option on this checklist was more than one difficulty (57%). When asked if there were other difficulties that they faced, only three students answered:

- Just what I mentioned above
- Teachers took a long time to respond to their emails
- Issues in understanding

Upon further examination of this table, most students faced more than one difficulty, and their BL experience was not that easy.

**Item 10.** How can you describe your participation and interaction with your peers and teachers during online learning?

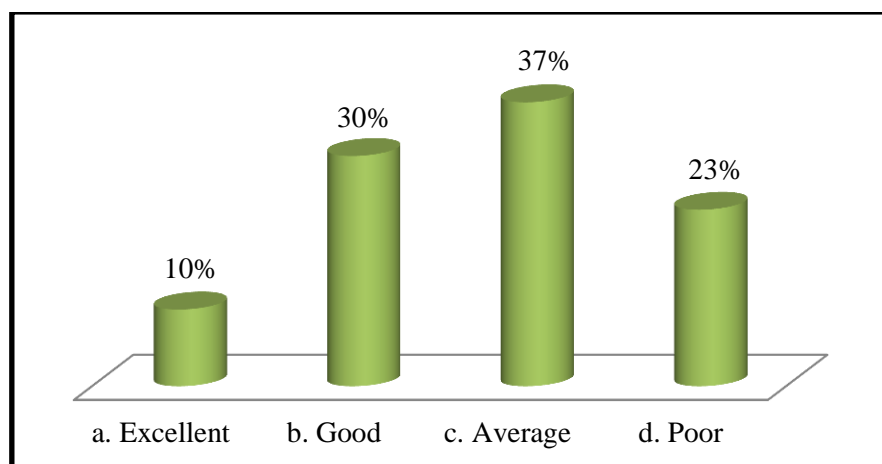


Chart 3.12 Students' Participation and Interaction with Their Peers and Teacher during Online Learning



According to **Chart 3.12**, only a few (10%) of the students said that their participation in online learning was excellent. While 30% of the participants reported that their participation during the online session was good, 37% of the students saw their participation was average, and the rest of the students, representing 23%, stated that their participation was poor. This discrepancy in responses denotes a variety of motivation and participation levels to learn in online classes

**Item 11.** To what extent do you agree that students' awareness and complete attention are necessary for online learning?

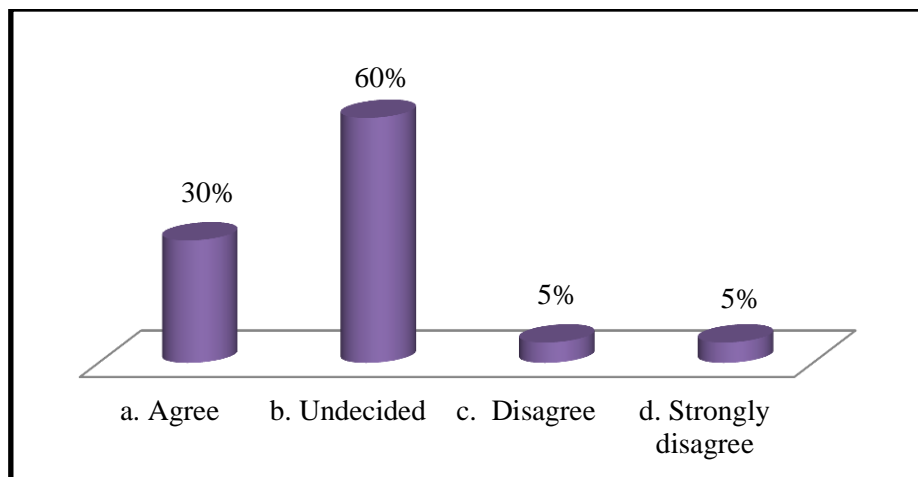


Chart 3.13 The Necessity of Students' Awareness and Attention for Online Learning

The **chart 3.13** above shows that most of the participants did not decide whether their attention was necessary for their online learning or not. Students' responses indicated that 60% were undecided about the statement as mentioned earlier, and 30% agreed with the idea. 5% of them disagreed that awareness and attention are necessary for online sessions, and another 5% of students strongly disagreed with it. This indicates that learners need to be motivated in order to pay attention in online classes, which is an important factor for a successful learning.

**Item 12.** How satisfied are you with the blended learning approach?

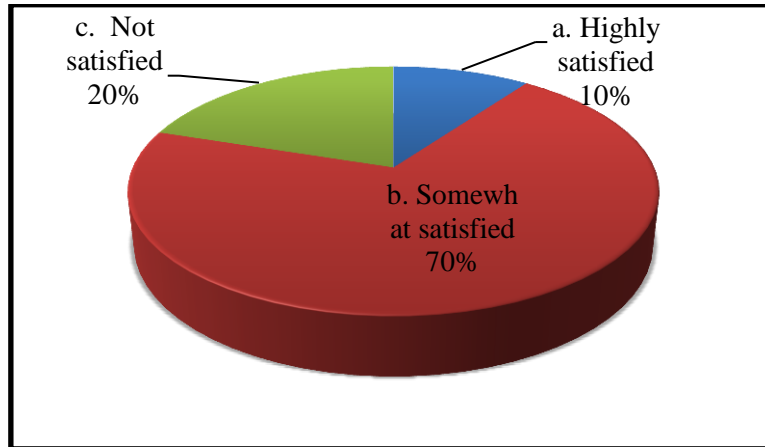


Chart 3.14 Students' Satisfaction with the Blended Learning Approach

As seen above in **Chart 3.14**, 10% of the students said they were highly satisfied with the BL approach; likewise, 70% said they were somewhat satisfied. By contrast, 20% of the respondents reported not being satisfied with it. These results illustrate that most students are satisfied with the blended learning approach on average.

**Item 13.** Overall, which learning approaches do you prefer?

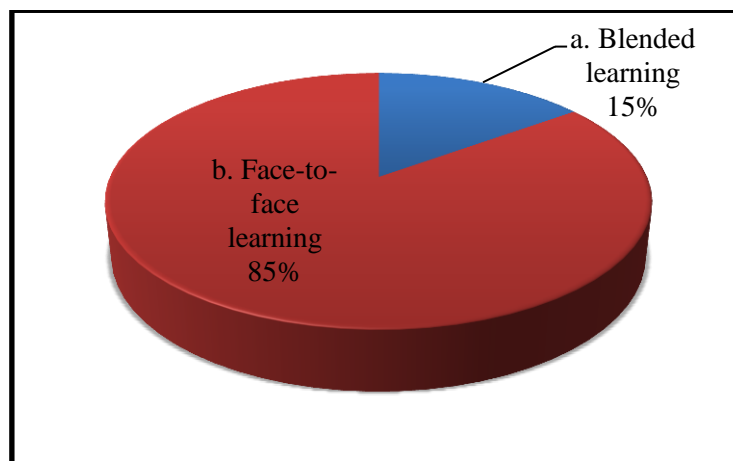


Chart 3.15 Students' Preferable Learning Approach

As a response to this question, participants were to choose their preferred learning approach, as mentioned in **Chart 3.15**. Most answers indicated that 85% of learners preferred face-to-face learning. Despite this, 15% of participants selected blended learning as a preferable way to

learn. Furthermore, when we asked the participants to justify their answers, we were able to extract the following frequent responses:

**a) For 'Blended learning'**

Students agreed that BL is more practical because they can learn at any time and in any place. They added that the internet provides accessible information and it can be more helpful than the teachers. One student said that the combination between BL and F2F “makes me more autonomous and an active learner”, and another noted that it gives her more room to freely to speak and express her opinions. These responses further prove the BL advantages to learners that were discussed in the first chapter.

**b) For 'Face-to-face learning'**

Students asserted that traditional learning helps them focus more on the lecture and understand better than BL does. Others said that they prefer F2F learning because it facilitates their interaction with the teachers. Some students agreed that BL can be a good learning approach, yet it faces several challenges that make it impossible for efficient learning. A student said “...if blended learning was done the right way, and technology was better than the one available, I would prefer blended learning, because it saves time, and I wouldn't need to go to university every day” which indicates that students recognise the benefits of online learning, but they also see that it should be improved in order for it to work.

### **Section Three: Students' Motivation in Blended Learning**

**Item 14.** To what extent do you think motivation is important in learning?

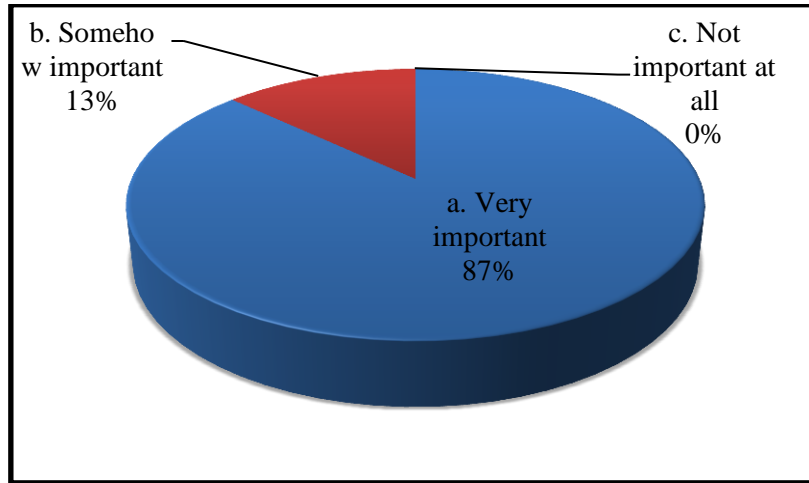


Chart 3.16 The Importance of Motivation in Learning

A look at this **Chart 3.16** shows that students' most commonly selected response is very important (87%). Also, 13% of the respondents have stated that it is somehow important, yet no one said it is not important. All students agree that motivation is indeed important for learning.

**Item 15.** How can you evaluate your motivation to learn at university?

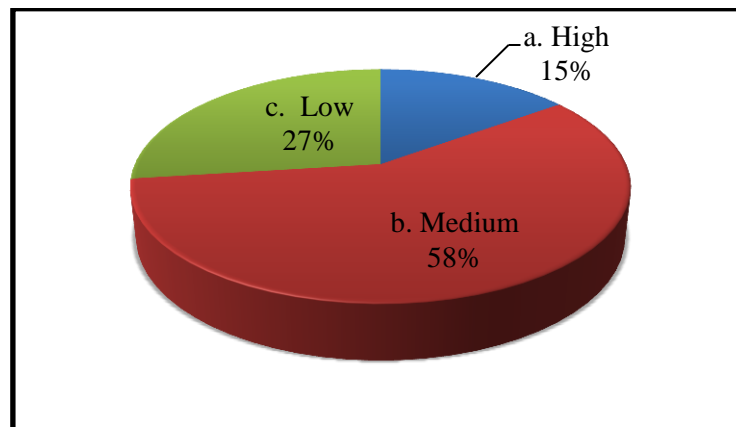


Chart 3.17 Students' Evaluation of Their Motivation in Learning at University

The findings shown in **Chart 3.17** reveal that 15% of students evaluated their motivation for learning at university as high. Most of the students answered medium 58%. The remaining 27% said their motivation to learn is low. Furthermore, we asked those participants who admitted that their evaluation of motivation to study in university was low to justify the reason behind their low motivation. Their responses are shown in Table 3.15.1. a percentage of students, 15% asserted that it is because of the large number of courses, and some 11% said it is because of the content.

Additionally, 37% said that the teaching quality/the way the content is being taught is the reason. The other 11% said it is because of personal characteristics such as lack of self-discipline, and 26% selected the answer: all of them. Lastly, one participant said: "It is too traditional the same all the five years!!!!!" when asked to give other reasons. It is unclear what they meant to say, but perhaps they meant that the teaching and learning experience was too traditional and monotonous.

**\*If low is it because of:**

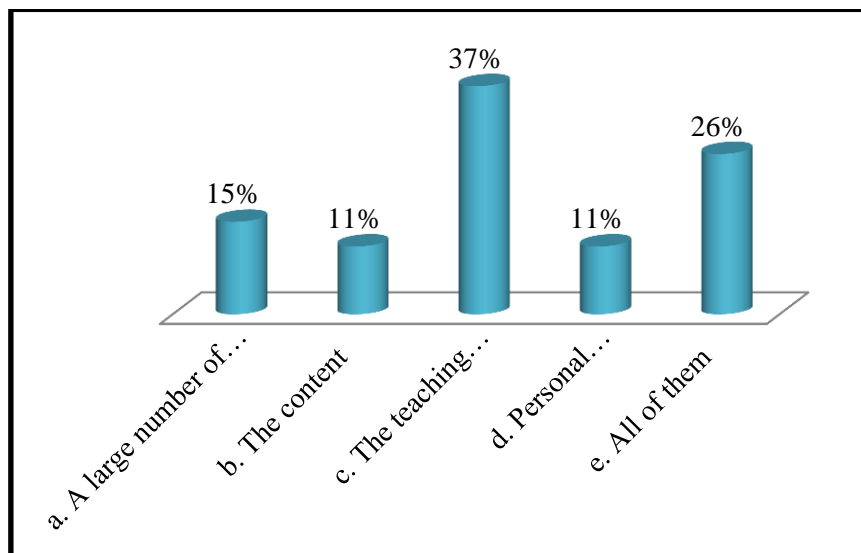


Chart 3.18 Reason behind Low Motivation

**Chart 3.18** shows that 37% of the students think that the reason behind their low motivation to learn is the quality of the teaching and how the lectures are presented. While 15% of students think it is because of the large number of courses, 11% say it is the content itself. Another 11% of students believe their lack of motivation is due to personal characteristics.

**Item 16.** How did implementing blended learning approach during the pandemic change your motivation to learn?

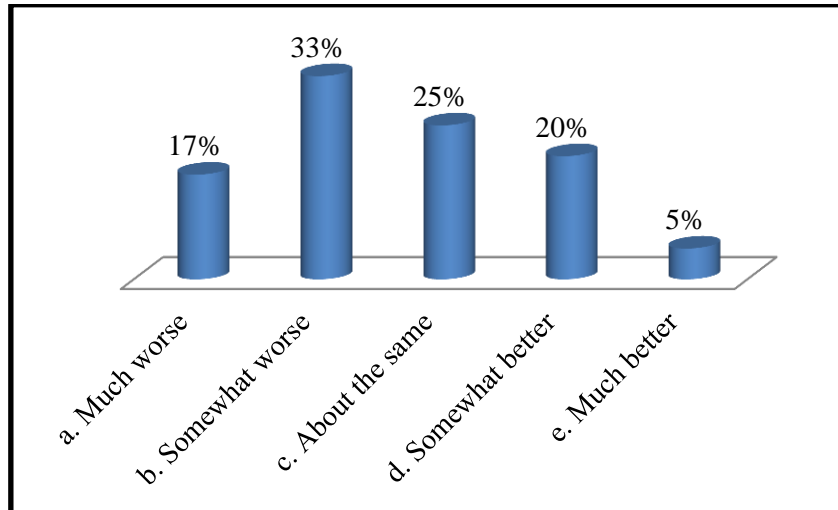


Chart 3.19 The Implementation of Blended Learning Approach as a Tool of Motivation during the Pandemic

The data presented in *Chart 3.19* demonstrate that 17% respondents of our sample found that implementation of BL approach affected their motivation a lot. A bigger number 33% selected that it is somewhat worse, and 25% said it did not change remaining about the same. By contrast, 20% stated that their motivation got much better. Hence, it shows that this method of teaching/learning affected learners differently due to different reasons. In addition to that part, we asked them to justify their answer, and the answers were as the following:

**a) For 'Much worse'**

These learners stated that BL distracted them and made them lazy to learn. Traditional learning better motivated them to attend their classes and learn.

**b) For 'Somewhat worse'**

Most of these students agreed that the inability to access the internet made it difficult for them to stay motivated and learn. They found F2F classes more engaging and motivating as it is easier to focus on the lecture, as well as interact with the teachers.

**c) For 'About the same'**

Students agreed that their level of motivation was the same during L as it was during traditional learning. Distance learning did not affect their motivation at all.

**d) For 'Somewhat better'**

The students who answered that BL somewhat improved their motivation attributed it to how online learning is more practical accessible. It also provides them with different ways to learn their lessons. Some students said that BL helped them be more disciplined and responsible with their studies.

**For 'Much better'**

One student said that BL improved their motivation to a big extent because she is a shy person. Distance learning motivates her to interact more and do better in her studies. Another learner insisted that efforts have to be made in both approaches of learning, but BL helped improve their motivation more than F2F learning.

**Item 17.** Which types of intrinsic (personal) factors have affected your motivation to learn online during the Pandemic? (You may choose more than one answer).

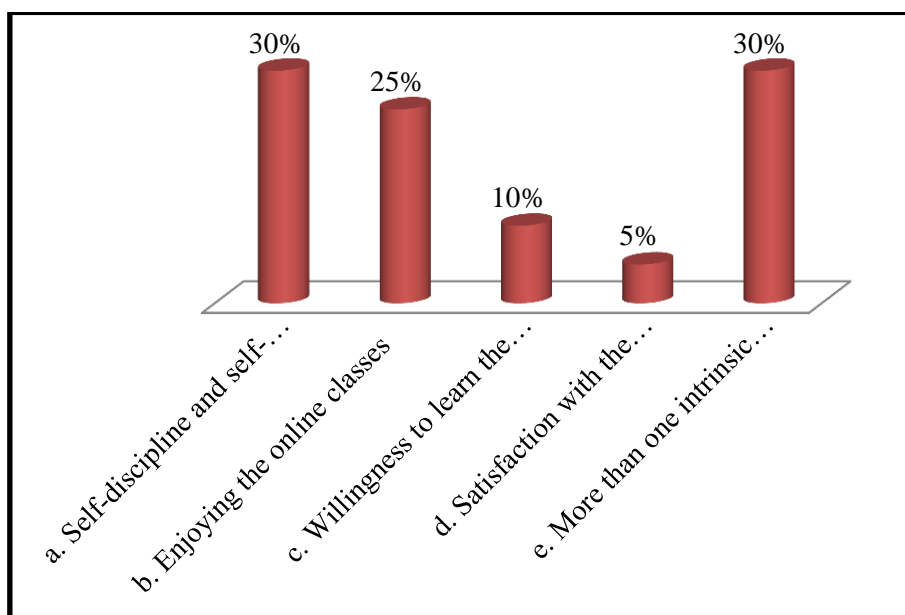


Chart 3.20 Types of Intrinsic (Personal) Factors that Can Affect Students' Motivation to Learn Online during the Pandemic

The above **Chart 3.20** shows the different intrinsic factors that affected learners' motivation after implementing BL. 30% of the participants said that the factor that affected them was their self-discipline and self-efficacy. Similarly, another 25% said it is because they enjoyed learning online. Only 5% said it is due to their satisfaction with the content taught, while 10% said it is due to their willingness to learn. It seems that it is essential for students to be self-regulated when learning using BL approach.

**Item 18.** Which types of extrinsic (outsider) factors have affected your motivation to learn online during the Pandemic? (You may choose more than one answer).

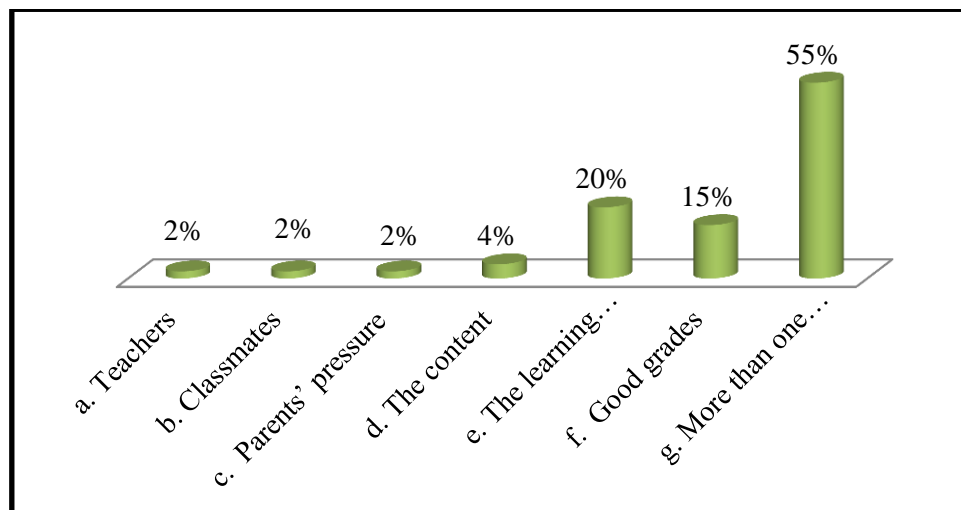


Chart 3.21 Types of Extrinsic (Outsider) Factors that Can Affect Students' Motivation to Learn Online during the Pandemic

**Chart 3.21** illustrates which extrinsic factors affected learners' motivation when using BL. Only 2% said that it was either because of their teachers, peers, or their parents' pressure, and 4% said it was because of the content of the courses. Moreover, 20% of learners said they were motivated by the learning environment, and 15% said they were motivated to learn by wanting good grades. When asked if there are any other factors, only one student answered:

**If others, please, mention them**



- I do not like wasting time

**Item 19.** According to the previous two questions, which motivational factors are you more affected by?

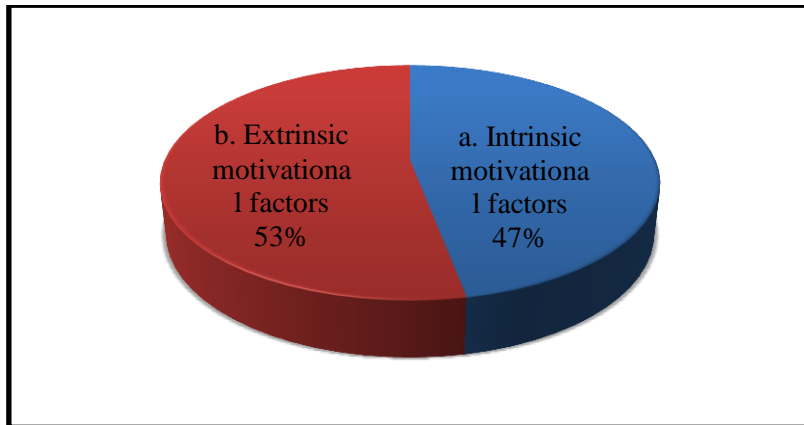


Chart 3.22 Students' Most Affective Motivational Factors

*Chart 3.22* shows which type of motivational factors students were most affected by. The data presented in the chart illustrates that 47% of the participants in our sample selected intrinsic motivational factors. On the other hand, 53% of them said that extrinsic motivational factors were the factors that most affected them. There is only a slight difference between the number of participants who said they were affected by extrinsic factors and those who said intrinsic factors.

**Item 20.** A motivation is the absence of both intrinsic and extrinsic factors. To what extent have you felt amotivated?

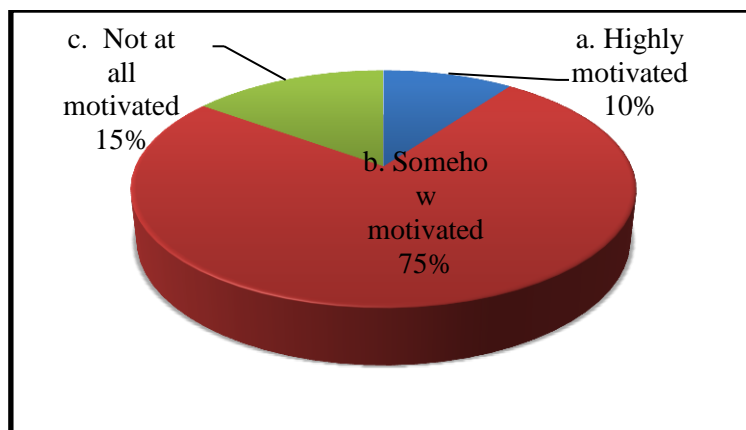


Chart 3.23 Students' Amotivation

As shown in **Chart 3.23**, a few respondents, 10% said they were highly amotivated due to the absence of intrinsic and extrinsic factors. However, most participants chose to say somehow amotivated 75%, while only 15% said they were not amotivated at all.

**Item 21.** What caused your amotivation?

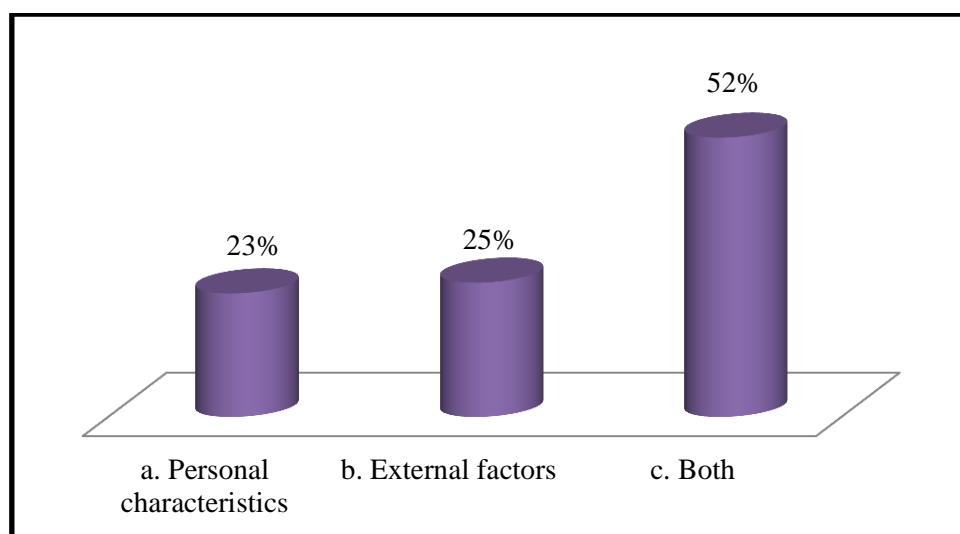


Chart 3.24 Students' Causes of amotivation

As demonstrated in this **Chart 3.24**, (09) 23% of the respondents stated that their personal characteristics are the main cause behind their amotivation. Two of them justified that shyness is the main factor that demotivate them “shy and always afraid of making mistakes”. However, another respondent referd to time management to be the main cause of her/his demotivation. S/he asserted “I work and study at the same time so time management was a bit of a problem for me”. Another (10) students out of the total sample, constituting (25%) selected the external factors they admite that the pressure and distraction are the main factors that amotivate them. Someone assisted “The environment and the circumstances weren't that good to motivate me”. Whereas most of the students (21) 52% said that both of the factors were the main causes of their amotivation as one of them asserted: “Many factors can motivate the learner to achieve his goals in learning process not only personal factors but also general ones such as classmates and

environment” that means they are completing each other simply those are mostly the same cause for all of them. The second part of this item is as follow-up question asking the learners to elaborate their answers.

**Item 22.** Which instructional way do you feel more motivated to study?

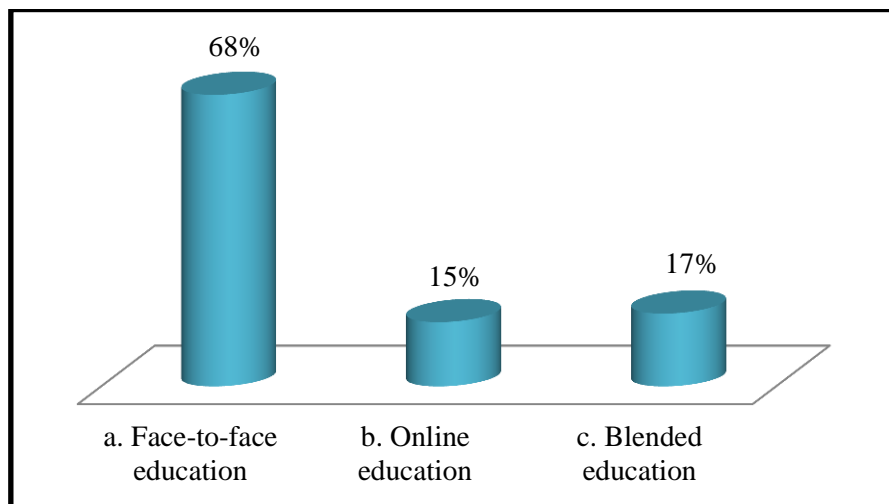


Chart 3.25 Students' Instructional Ways Which Make Them Feel More Motivated to Study

The *Chart 3.25* presented above show that most participants 68% stated that Face-to-face education is the instructional way in which they feel more motivated to study because there are most of the respondents find it effective and comfortable way to learn. For this, one of the students' admite: "It's old and gold way as well as it has a very high effect on learners' achievement". Moreover, 15% of students chose online learning as their preferred approach of learning. Two of them stated that is "Easier and less stressful" while one from the rest 17%, said that "I would prefer blended learning if I have all the technology required, because it saves time. I don't have to go every day to university. Plus, I can ask teachers face to face when I can't understand something online." Which summarises most of the responses about how blended education is more motivational. In essence, we notice that students prefer the face-to-face instruction way.

**Item 3.23.** Do you think online learning should be considered a part of university teaching and learning experience even after the pandemic is over?

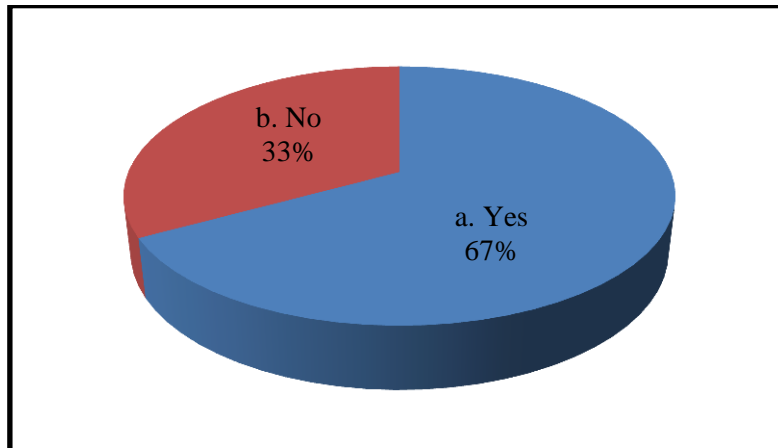


Chart 3.26 Students' Opinion about Teachers' Adaptation of Online Learning as a Method of Teaching at University

The above **Chart 3.26** shows that 67% of the participants agreed that online learning should be integrated into the learning and teaching process at university teaching/learning. Two of the participants stated “Somehow necessary” while another mentioned that “We cannot deny that technology is part of our lives today also it provides more time” because the new generation is more visual so online learning can motivate them to learn. However, 33% of them refused this idea. Two mentioned that it is “Not productive at all” and “It is not helpful”, while another stated “we don't have the tools both teachers and students”, also there is who admitted “I think that only a good face-to-face learning with good content and courses will be the best way and also are sufficient”

Regardless of how many students said they would like online learning to be integrated into the higher educational system and after reading the students' justifications, it seems that most students think that e-learning should be applied but, only if it is improved as it faces several challenges now.

### **3.2.4. Discussion of the Main Results of the Students' Questionnaire**

The analysis of the different items of the learners' questionnaire revealed interesting information which helped us answer the research questions. During the implementation of the BL approach, students admitted that they made more effort in their face-to-face classes than they did in their online classes. Moreover, the majority of learners stated that they faced difficulties during the pandemic with distance learning mainly internet access and the availability of technological devices. Also studying at home was a big challenge, distractions at home prevented them from finding the time and concentrating on their studies.

Furthermore, the majority of the learners stated that they were not motivated during the online courses. This implies that they prefer traditional instruction (F2F). Additionally, some of the learners believe that blended learning would be a good way to study/teach when it is applied correctly. They believe that blended learning can be beneficial and more practical than traditional learning.

Students exhibited little positive attitudes toward the concept of blended learning in teaching and students' motivation, mostly because of their disatisfactory experience with distance learning.the poor implementation of online resources in the course has a significant impact on student's motivation. The students agreed that prioritising face-to-face classes will enhance the outcomes of the sessions.

## **3.3. Teachers' Interview**

### **3.3.1. Description of the Teachers' Interview**

The researcher chose the interview as a second data collection method in order to collect information and data about the teachers' perceptions, thoughts, and ideas about the role blended learning plays in students' motivation. In addition, the researcher wanted to know how teachers can describe their students' motivation before and during the lockdown of COVID-19. Moreover,

the researcher wanted to get information about the main factors that affected their EFL students' motivation during the pandemic.

### 3.3.2. Administration

The researcher interviewed seven teachers. An interview demand was divided into two ways of answering due to time constraints. Four of the interviews were face-to-face meetings, and the others were sent to the teachers via e-mail. The researcher made sure to let the teachers know that their answers will be anonymous.

### 3.3.3. Teachers' Interview Analysis

The questions and answers in this section are examined separately and thoroughly. Due to time constraints, we interviewed seven teachers in total. These interviewees have different years of teaching experience in the field, different genders, and from both branches, which ensured in-depth insights into the problem from several different perspectives. In order to preserve the anonymity of the interviewees, we are going to refer to them with "A", "B", "C", "D", and "E", "F", and "G", rather than mentioning their names, in the analysis and discussion of the interviews.

### General Information:

**Item (1): How long have you been teaching at university?**

**Interviewee A:** "12 years"

**Interviewee B:** "11 years"

**Interviewee C:** "5 years"

**Interviewee D:** "3 years"

**Interviewee E:** "Almost 9 years"

**Interviewee F:** "6 years"

**Interviewee G:** "For 9 years"

**Item (2): What grades do you currently teach?**

**Interviewee A:** “L3, M1, M2”

**Interviewee B:**“First and second year grades”

**Interviewee C:**“Third year”

**Interviewee D:**“1<sup>st</sup>& 2<sup>ed</sup> & M2”

**Interviewee E:**“1 & 2 & 3 year”

**Interviewee F:**“D. Lit & gander studies”

**Interviewee G:** “Assistant teacher A”

**Item (3): What grades have you taught during the pandemic?**

**Interviewee A:** “L3, M1, M2”

**Interviewee B:**“1<sup>st</sup> and 2<sup>nd</sup> year student”

**Interviewee C:**“Third year and Master’s Levels”

**Interviewee D:**“2<sup>ed</sup> year & 1<sup>st</sup> year & 3<sup>ed</sup>”

**Interviewee E:**“Only 2<sup>er</sup> year”

**Interviewee F:**“2<sup>ed</sup> year & 1<sup>st</sup> year & M2”

**Interviewee G:**“L2, L3 and Master 1”

The first three items aimed at specifying the teachers’ teaching experiences and the modules that they usually teach. The interviewees’ experience varies between three and twelve years. They have taught during the pandemic and are currently teaching classes from LMD1 to M2. The variety of these teachers’ experience can provide different perspectives about the use of BL during the pandemic and how it affects learners’ motivation.

**Item (4): How can you describe your students' motivation before and during the lockdown of COVID-19?**

The rationale for this question is to highlight the pillars of the subject of the degree of students' motivation in learning EFL during the pandemic, and most importantly, depict the teachers' experience regarding this particular topic.

**Interviewee A:** "I haven't seen a remarkable difference between the two periods. Some students showed uninterest, which could be due to the overall health situation."

**Interviewee B:**"Unexpected and lack of interest and poor infrastructure of the university facilities"

**Interviewee C:**"Decreased significantly"

**Interviewee D:**Motivation before the lockdown was high for sure because they had already studied especially the 2nd and 3rd year have an idea about the university otherwise the 1st year's motivation was low, this is because before they get use the traditional teaching so they have no problem (they come to the class they meet the teachers, they were more interested) but the lockdown was like obstacles to them because they felt comfortable to not come to the university and some time not even obliged to come so motivation for me was LOW"

**Interviewee E:**"I think that they were more motivated before the pandemic, maybe it's due to the f2f meetings, maybe due the instruction we had during the classroom, maybe because the different types of activities will be doing, because during the f2f classes the teacher can manipulate the students behaviors for example if they are not engaged or not involved <sup>2i</sup> may change the way of teaching I may change the type of activities to engage more learners for group work or peer work to individual so in f2f environment we have different possibilities but in the e-



learning lets' say environment, especially in the case of Algeria I'm not speaking about the e-learning approach because we have different we can say types, methodologies... and also they have! Maybe their education provided or provide from the learners let's say a good environment. Here in Algeria most of the students they don't have the devices (PC) cannot access to the internet so what we only did we post the lessons in form of PDF sometimes WORD document, the students get them in fact I don't think they were o motivated to be honest in fact!"

**Interviewee F:**“During students are less motivated ... that was around them they cannot even attend their lectures they cannot ask teacher questions, they cannot discuss topics, themes... These what makes them less motivated. Before students were little bit motivated to some extent only the good students can show that they are motivated enough because they participate they attend they do their homework and so on even ask question which show that they are motivated”

**Interviewee G:**“They had been badly affected, they became passive somehow. Some of them took advantage of the situation.”

All the interviewees agreed on one point which is that students' motivation before the lockdown was higher than after it. Some of them related this problem to the serious health situation and how the lockdown was an obstacle for them.

**Item (5): Do you think distance learning affected your students' motivation to learn?**

Table 3.1 The Effect of Distance Learning on Students' Motivation

Option	Respondents	Percentage
<b>a. Yes</b>	<b>5</b>	<b>70%</b>
<b>b. No</b>	<b>2</b>	<b>30%</b>
Total	<b>7</b>	100%

This item seeks to know whether distance learning affected students' motivation or not, as well as how it affected them. When asked to justify their responses, the interviewees said:

**Interviewee A:**

“Students' motivation to learn was not greatly affected by the pandemic (at least with my classes). Those who were motivated before the pandemic remain as so, while others show lack of interest in both periods.”

**Interviewee B:**

“Students are not used to study online and due to the poor management and lack of materials to teach online, it was a big failure.”

**Interviewee C:**

“There was no noticeable differences “

**Interviewee D:**

“Of course but unfortunately affected them negatively because normally it affected them positively because nowadays the BL it included under the ICT and Tech integration and teaching so normally it makes easier for them, so they just spend their time to study at home or wherever they are so this normally makes them feel more relaxed to avoid some other obstacles for coming to the university because we are on the lockdown, so that is why I think it was negative experience unfortunately, of course as I say that what I observed.”

**Interviewee E:**

“Maybe to some extent, “I cannot say very much” because I see the students after the pandemic are not highly motivated even in the f2f classes as if they get use to be lazy I would evaluate this process for our Algerian students they took it not to benefit from it but to be lazy,

they don't do their activities at home most of them give excuses of not having access to the internet, sometimes we give test online and we give the deadline most of them they override the deadline saying that: we have not seen the post, could not go out to Cyber-Café they have many excuses. So for some students maybe were actually motivated even in the f2f classes, they are the kind of learners who like study/learn, but most of them they were lazy.”

**Interviewee F:**

“It affect highly, distance learning because the main through it the lack of emotional contact a teacher cannot detect whether his/her student grasp the ideas ... the teacher can not interrupt with his/her students this is problem in teaching”

**Interviewee G:**

“Distance learning has shown to be an utter failure, as students showed no interest in the method.”

Most teachers emphasized that students' motivation was affected due to the lack of F2F contact and students' lack of interest in online learning. In addition to the lack of materials. However, the rest of the interviewees noted that it was not affected because learners who were demotivated before BL remained the same after it.

**Item (6): How motivated were your students in online classes?**

This item aims to know the extent to which the interviewees's students were motivated during online classes.

**Interviewee A:** “Not really! Face-to-face learning keeps learners more motivated than online learning”

**Interviewee B:** “Just few students attended the class activities online despite motivating them and contacting them on different platforms including Facebook.”

**Interviewee C:** “Not as expected, (lower)”

**Interviewee D:** “I will be honest to say that during my experience, as I said I wouldn’t lie, we had no online sessions because during that time we had only the platform and we were asked to post the lessons and lectures for students on Moodle, and if to have virtual meeting I can say without having those virtual sessions students maybe 50% or no more than 50% for students demotivated to attend such classes in addition to the fact that you have to know those online sessions not only because we (teachers) for example don’t decide to have those online sessions this is because of the many of obstacles we had, some students cannot even join the meeting online because of the problem of the internet (this is was the main issues we had). I can say also that time the comparison between the traditional and online classes clearly indicated but the traditional are motivated so new had no online sessions, we were only posting lecturers and I would say that students were not interested to download the lecture from the platform so how about attending online sessions, some of students could not get to access the platform some could not log in their account that was a problem.”

**Interviewee E:** “I cannot answer that question because I did not even use this way to teach (I only post lessons and then they took them) because of their problems of internet connection I could not teach using the online instruction. I try to give them a test online I get the same problems I make another solution for them to record themselves and give it to me and some of them say they don’t even have smart phones.”

**Interviewee F:** “I have used online classes, with M2 and 2nd year students. I can say that a number of students are excited and motivated on online classes they participate also ask questions they feel comfortable in the lecture”

**Interviewee G:** “Zero motivation was shown.”

Most of the interviewees stated that their students suffered from lack of motivation to attend online classes let alone learn. These teachers attributed this lack of motivation to the lack of an access to the internet and unavailability of technological devices and digital tools.

**Item (7): What about face-to-face classes during the pandemic period?**

**Interviewee A:** “Few students attended face-to-face classes, which is due to the pandemic. I observed lack of energy and enthusiasm besides some cases of stress and fatigue, which resulted to the inability to keep up with the pace of lectures.”

**Interviewee B:** “It was terrific for most students and teachers and the attendance was scarce.”

**Interviewee C:** “More motivated”

**Interviewee D:** “The question seems a bit general) its’ a bit higher than the one I had at home so teaching f2f classes it was normal and bit better than the online teaching actually, more attendance of students but they were careless, what I notice they got used to the tasks being posted there so they were not motivated to come to the class, which means that (what I observed) they had the online lectures they download; they don’t have them at hand and when they come at the class they ask for online and they are not interested at all to have them at the class, that’s why we cannot talk about general motivation because not most of students were present and inside they ask about the online classes (learning & teaching)”

**Interviewee E:** “It was okay! I did not face any problems since they were divided especially the 1<sup>st</sup> year of the pandemic, they sit individually and I handle it, so there is no problems.”

**Interviewee F:** “I cannot deny the importance of f2f classes in terms of knowing to what level students are motivated but during the pandemic there is no f2f classes and alternative way of teaching our students so we move to online classes because we don’t have any other choice we was forced to do it also.”

**Interviewee G:** “Face to face classes had been doubled which made it worse for the students' motivation.”

Teachers seem to agree that learners’ motivation was better during F2Fclasses. Nevertheless, during the pandemic there was almost no attendance and this is a sufficient reason to say that students were demotivated to learn.

**Item (8): In your opinion, what do you think the main factors that affected your EFL students’ motivation during this period are?**

The researcher intended to know the problems that face the teachers while using online classes. She also aimed to look over the main factors that affected EFL students’ motivation during the COVID-19 period.

**Interviewee A:** “Overall health condition, the lockdown and distancing procedures, the change in the duration of sessions and the scheduling of courses (waves), teachers were also demotivated especially with the new procedures.”

**Interviewee B:** “Health measures and social distancing affected students’ regular attendance. Lack of internet connection for most students and an easy-to-use platform for students and teachers unlike Moodle that was not effective at all.”

**Interviewee C:** “Timetables and poorly designed programs”

**Interviewee D:** “The main factors maybe we can say that psychological one. Why? Because the lockdown and spending all the time at home it affects the persons mood negatively so I can consider this one a major factor s that affect the motivation, other factors as linguistic etc... are related to their competence they are actually we can notice them inside class not related to the motivation, I can say the influence of the lockdown on students themselves at homes in their relationship with their families affected them negatively so their motivation would be low for me.”

**Interviewee E:**“If you are talking about the e-learning the factors most of time they are related to the lack of tech devices, also there are students who have smart phones and etc but can’t get access maybe because of the internet (they don’t have it at homes) especially the girls since not all of them can go out for Cyber-Café (I don’t know whether they say the truth or lie for me these are the main factors that affect their motivation. For me, I like this experience it was very interesting but to mix the both types of BL, which I prefer. I cannot choose one of them, I like them both in same time. In our case they were complimentary they complete each other.”

**Interviewee F:** “I mentioned before the emotional contact. There is no contact when I teach my students f2f classes, I can understand whether my students grasp all the ideas or the main ideas of my lecture but in online classes behind the screen (as some scholar call the online classes “behind the screen”) so behind the screen I cannot know whether my students really understand lecture provided , if they can use what they have learnt in online classes so it is problem to assess the students and their understanding.”

**Interviewee G:** “The pandemic, the doubled sessions, the weekly schedules, absences were counted.”

Interviewees remark that in addition to the health problems due to the pandemic, pedagogical issues and the lack of educational materials are the reasons for students’ lack of

motivation to learn. Moreover, they add that learners' emotional and psychological state caused by the pandemic and lockdown is another factor for this lack of motivation.

**Item (9): How effective do you think BL is in terms of motivating learners in comparison to face-to-face learning?**

This question attempts to show the attitudes of teachers and students toward the use of BL during the COVID-19 pandemic.

**Interviewee A:** “Blended learning seems to be the perfect solution to the current university instruction as it combines the best of the two teaching styles”.

**Interviewee B:** “BL showed a big failure because of the lack of a good preparation and lack of motivation.”

**Interviewee C:** “It is effective when accurately executed”

**Interviewee D:** “Well how effective! I think the BL for sure it's effective and positive one because nowadays it makes things as I said easier for learners in comparison for to f2f in terms of motivation!! Look! This is as I said motivation I didn't notice that there is a big difference, normally the BL is more effective but what I notice they are more motivated as I said in class. BL helps other like making things easy, time consuming, it makes things for students instead of coming to the university especially people who live far so the distance learning is good in terms of motivation!! Not really. The f2f were more motivating to them, but generally BL is something good! Now, it helps more than it effects negatively.”

**Interviewee E:** “I think it affected if the internet connection was provided and also the devices, the is the only problem if these were provided then I think the experience will be very effective both types (f2f & online learning) because in our educational system I don't think that we are ready yet to enter the online learning I mean “only”.



**Interviewee F:** “I think BL is alternative to f2f (it mean that teacher have no other way to teach students because students are at their home behind the screen while teacher too, so the only contact is via internet, I can say that we were forced to teach in this way) shift from f2f to online classes)”

**Interviewee G:** “I personally don’t believe BL is as effective as face to face learning.”

The interviewees saw blended learning as a good learning approach, but it failed because of how it was implemented. They believe that BL would have had positive effects on students’ motivation and achievement if it was better executed. Interviewees’ F & G stated that it is impossible for blended learning to succeed in replacing face-to-face teaching because they think the latter is the only approach that can enhance learners’ motivation.

**Item (10): What strategies and techniques have you used to motivate your learners during the pandemic in both online & face-to-face classes?**

This question aims to investigate the different BL strategies used by teachers during the COVID-19 pandemic to motivate students.

**Interviewee A:** “Encouraging them to be positive and keep going regardless to the overall demotivating environment & Posting lectures on Moodle and Facebook to students to help them keep up with the pace of learning.”

**Interviewee B:** “To facilitate the task for students and providing summaries in addition to posting courses on different platforms even via email together with testing their comprehension online.”

**Interviewee C:** “Not much of a difference”

**Interviewee D:** “Actually, I was waiting for the f2f classes, I can say that the tech here is refers to the modules or the course I teach because I use the techniques that are related to the their language proficiency to try to help them and this makes them motivated in the course and interested, online as I told you there were no techniques, when the f2f classes I can say how I motivate my students for example I just try to making my tasks more attractive to them like I taught students reading how I make them motivated to come to my class and participate and to be interested it depends on the way I try to select the topics attractive and interesting to them.”

**Interviewee E:** “Changing methods trying to differentiate between the activities to respond to learners differences, trying to engage them and get them interested as much as I can, sometimes I give them time in case of deadline, I give them long time for week at least to do the assignment, so even if they don’t have access they can solve it in any way during that week ( so they can) trying to give interesting and motivating activities in online learning providing videos so I try to make my teaching more motivating even if it is not that motivating. For me the time that I give to my students really helps me, it helps a lot.”

**Interviewee F:** “I think BL is alternative to f2f ( it means that teachers have no other way to teach students because students are at their home behind the screen while teachers, too, so the only contact is via internet, I can say that we were forced to teach in this way (shift from f2f to online classes).”

**Interviewee G:** “I always advise them to attend the sessions, to constantly read, to use YouTube videos when needed.”

The role of this question is to know how teachers motivated their students during the pandemic in both classes (online and face-to-face). Teachers attempted to motivate their learners by facilitating their access to lecture material, encouraging them using positive talk, using different platforms, and engaging them using different internet tasks. Despite their effort, students still were

not motivated to learn. In addition, the blended learning method was not applied correctly according to the views of teachers, as well as both students and teachers were not ready or motivated for distance learning. The face-to-face class proved easier in regard of keeping the learners motivated during and after the pandemic.

**Item (11): Do you have any additional suggestions or remarks you would like to add?**

The last question asks for teachers' opinions or any remarks they want to add .

**Interviewee A:** “The experience of online learning during the pandemic was relatively short; therefore, one cannot make adequate evaluation especially when it comes to learners' motivation.”

**Interviewee B:** “We are far from applying blended learning for the current years without rising new generations on how to benefit from technology for educational purposes in addition to providing internet access for all the students and teachers like many other countries”

**Interviewee C:** “No remarks”

**Interviewee D:** “I would give remarks, as I said this was terrible experience on online learning in Algeria generally that before, I can say that the experience failed because we cannot say that it was successful when based, for example, on one or three teacher who had online sessions we have to agree most of the teachers 70% did the online sessions and really used the BL. For me, it failed. Why? I would suggest that effort should be met by university staff and the department staff then to reach teachers, they have to ask all teachers about how they dealt with such situation, how we taught during the pandemic, are we really able to use the online teaching because we (teachers) even had some problem on Moodle or posting and so on, so I think they had to solve because it wasn't well planned just suddenly in the while they ask to post the lectures, they

created accounts for us on the platforms and so on. I would say that the university staff was helpful with Moodle.”

**Interviewee E:** “I think motivation is very interesting topic, and BL should be incorporated in our classes here I should maybe concentrate in both types of learning f2f and online learning, so I think BL becomes an necessity in our university, maybe before the pandemic we have been speaking about the important of the BL, but we couldn’t really discover it during the pandemic we were obliged to use the BL and I think in my general remark it was successful for both of us teacher and students.”

**Interviewee F:** “The only thing I want to say is that sometimes we need alternative ways/means to teach students. The pandemic has taught us many things such as we should not focus or use one way to teach students.”

**Interviewee G:** “Face to face learning has always been affective.”

While some teachers insisted that face-to-face is the ideal learning approach for the Algerian universities, others encourage the blended learning approach and believe it should be incorporated in the educational system. However, it demands improvement so online learning can be easily accessible for all learners and free of technical problems that hinder the process and demotivate learners and teachers both.

## **Discussion and Interpretation of the Teachers’ Interview Results**

The researcher conducted interviews with seven teachers who teach different modules from different specialties. The first few questions were about general information that concerns the teachers' teaching experience, the grades they currently teach, and the grades they have taught during the pandemic. The remaining questions of the interview investigate the teachers’ perspectives about EFL students’ motivation during the pandemic and Blended Learning

classes. The results confirmed that all of the teachers show a preference towards face-to-face teaching. They indicate that it has more positive influence on students' motivation than BL approach used during the pandemic. They also believe that both, students and teachers, need to get training and learn about the online tools in the teaching and learning field. Thus, teachers are ready to adopt methods of teaching that integrate online methods as a vital factor even if there are no obstacles like the COVID-19 pandemic

In addition, teachers see that online classes can improve the learners' motivation in some ways because it facilitates learning, gives them the chance to share their ideas, and makes the learning environment interesting and enjoyable. Some teachers viewed blended learning as a helpful method that students and teachers should master; thus, training for teachers and the inclusion of online classes with providing the educational devices (technological tools) as a unit to be taught to learners of all levels, which also would motivate them to learn. Teachers believe that the lack of material availability, poor internet connection, crowded classes, and lack of knowledge about the new technological devices and their usage in teaching make them demotivated to learn in online classes.

The interview investigated teachers' opinions about blended learning and how it was applied. Interviewees agreed that they were not ready for this sudden shift to BL and admitted that it was a difficult challenge especially when it comes to maintaining their students' motivation. They believe that face-to-face is more effective in motivating their learners and engaging more in the learning process. Although there are several positive sides and benefits to traditional classes, teachers were open to the idea of integrating online classes with traditional classes as long as the difficulties they faced should be taken care of and the teaching quality gets improved.

To conclude, the interview confirms that teachers perceive the use of online classes and the implementation of the blended learning classroom fail to have positive effects on students'

motivation due to various flaws in the implementation. It confirms that in comparison to BL, face-to-face classes can better promote their students' motivation in a meaningful way and help students to use English in the class and improve it as well.

## **Conclusion**

The third chapter was devoted to the fieldwork of the study. This chapter covered the research methodology of the study and in-depth data analysis and discussion of the findings. The main purpose of the present chapter was to analyse and discuss the data gathered through the students' questionnaire and the teachers' interviews. To summarise, the questionnaire was administered to M2 students of the two majors at the English department of Mohamed Khider Biskra university. The aim of this questionnaire was to underline some of the difficulties associated with learners' motivation. In addition to eliciting students' attitudes towards the concept of blended learning. On the other hand, the purpose of the teacher's interview was to gain in-depth insights about teaching using BL on learners' motivation, inquire about the current teaching approach, and address some of the challenges pertaining to teaching by using this method in the future. The chapter concludes that BL is not as effective in enhancing learners' motivation as traditional learning is. Distance learning can have a positive influence on learners' motivation and achievement if applied correctly.

## **General Conclusion**

## **General Conclusion**

The present study examined the effects of implementing blended learning approach on learners' motivation during the pandemic at Mohamed Khiader Biskra university. It attempts to objectively answer all the research questions about how the BL approach affects the EFL students' motivation, the factors that influenced students' motivation during the COVID-19 pandemic in Algerian universities, and the strategies that teachers used to motivate their learners during the Covid-19 pandemic, as well as confirm the research hypothesis: The application of the blended learning method at Mohamed Khaider Biskra University during the COVID-19 pandemic affected EFL students' motivation positively.

The paper is divided to three chapters. In the introductory chapter, the researcher provides an overview of the blended learning approach, its definitions, types, models, advantages/disadvantages, and the challenges it faces. Additionally, the second chapter covers information about motivation, from its definitions to its types, theories, and importance in learning. The last chapter deals with the fieldwork of the research. It presents the employed blended learning approach, the data analysis and discussion, as well as the summary of the findings.

The researcher used a mixed-methods approach because it serves the nature of the study. The researcher collected quantitative data through a questionnaire survey method and qualitative data by interviewing teachers. This method allowed the researcher to learn about the attitudes of learners towards the use of blended learning in universities and their opinions about the integration of e-learning in high education.

The results of the study show that learners faced serious challenges while learning using BL. Some major difficulties the learners encountered are: a decent access to the internet and lack



of technological devices that allow them to attend their classes and access their course lectures. These difficulties seem to be the factors that influence students' motivation negatively mainly in online classes. However, for the most part, the implementation of BL seems not to have heavily impacted learners' motivation and achievement in face-to-face classes. Students seem to have the same attitude about learning they had before the pandemic. The data of the research implies that Algerian educational systems need to work on better improving their e-learning if they decide to keep integrating online learning with traditional learning after the end of the pandemic.

## **Limitations of the Study**

Even though the predetermined objectives of the study were accomplished, this inquiry has its limitations, which include:

- ✚ Initially, It was difficult to conduct the interviews, there were many obstacles such as lack of time due to the change of the academic schedule.
- ✚ The inquiry was limited to students of Master two.

## **Pedagogical Implications and Recommendations**

This study aimed at investigating the impact of implementing the blended learning model on students' motivation. The findings of the present investigation have important implications for the betterment of teaching the aforementioned approach to EFL learners, including the following:

- ✚ An experimental study based on the findings of this one could be implemented to examine the issue further.
- ✚ The university should provide an adequate infrastructure that allows for the integration of ICT in teaching.
- ✚ Teachers should take into account strategies to enhance students' motivation when designing materials for online classes.

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## **Appendices**

## **Appendix A**

### **A Questionnaire for EFL Master Students at the University of Biskra**

Dear student,

You are kindly invited to answer the following questionnaire through which the researcher intends to gather the necessary data about your opinions and attitudes towards the effects of the blended learning (BL) approach, which integrates online learning with traditional face-to-face learning, during the pandemic of covid-19 on EFL students' motivation.

Your contribution will be of great help for the accomplishment of this work. Please tick the appropriate box(es) and make complete statements whenever necessary. Be sure that your responses will be anonymous and will be used for research purposes only.

**Thank you in advance for your collaboration.**

**Prepared by:** Shaima SAOULI

**Supervised by:** Ms. Meriem GHANNAI

**2021/2022**

**Section One: General Information**

**Q1.** Please specify your gender.

- Male  Female

**Q2.** How old are you?

- 17-20  21-23  Older than 24

**Q3.** Learning English at university was:

- Your own choice  Your parents' choice  Someone's advice

\*If it was your choice, was it because:

- You like it
- It is the language of international communication
- You would like to get more job opportunities
- All of them
- Other reasons: .....

**Q4.** How do you consider your level in English?

- Excellent  Good  Average  Poor

**Section Two: Students' Perception of Blended Learning**

**Q1.** How did you find the online courses?

- Informative  Somehow informative  Not informative at all

\*Please justify your answer.

.....

**Q2.** Did you face any difficulties while learning online?

- Yes  No

If yes, what are the difficulties that you faced?

- The lack of technical tools
- The lack of the appropriate computing and digital skills
- Trouble accessing the internet
- Distractions at home
- Time management

**Q3.** In your opinion, did BL make the learning process easier during the lockdown?

Yes  No

\*Please elaborate your answer.

.....

**Q4.** How did the use of blended learning approach affect your academic achievement when compared to face-to-face learning?

Much worse  Somewhat worse  About the same  Somewhat better  Much better

**Q5.** How can you describe your participation and interaction with your peers and teachers during online learning?

Excellent  Good  Average  Poor

**Q6.** How much effort do you put into your classes when using BL?

- I mostly focus on online classes
- I mostly focus on face-to-face classes
- I do my best in both classes

**Q7.** How satisfied are you with the blended learning approach?

Highly satisfied  Somewhat satisfied  Not satisfied

**Q8.** Do you agree that students' awareness and complete attention are necessary for online learning?

Strongly agree  Agree  Undecided  Disagree  Strongly disagree

**Q9.** Overall, which learning approach do you prefer?

Blended learning  Face-to-face learning

\*Please justify.

.....

### **Section Three: Students' Motivation during the Lockdown of Covid-19**

**Q1.** To what extent do you think motivation is important to learn?

Very important  Somehow important  Not important at all

**Q2.** How can you evaluate your motivation to learn at university?

High  Medium  Low

\*If low is that because of:

- The large number of courses
- The content
- The teaching quality/the way the content is being taught

Personal characteristics such as lack of self-discipline

All of them

**Q3.** How did the implementation of the BL approach change your motivation to learn during the lockdown of C-19?

Much worse  Somewhat worse  About the same  Somewhat better  Much better

Justify your answer, please. ....

**Q4.** Which types of intrinsic (personal) factors affected your motivation to learn online during the pandemic?

Self-discipline and self-efficacy

Enjoying the online classes

Willingness to learn the language

Satisfaction with the course content

Others

\*If others, please elaborate.

.....

**Q5.** Which types of extrinsic (outsider) factors affected your motivation to learn online during the pandemic?

Teachers

Classmates

Parents' pressure

The content

The learning environment

For good grades

Others

\*If others, please mention them.

.....

**Q6.** According to the previous two questions, which motivational factors were you more affected by?

Intrinsic motivational factors

Extrinsic motivational factors

**Q7.** Amotivation is the absence of both intrinsic and extrinsic factors. How often did you feel amotivated?

Highly amotivated  Somehow amotivated  Not at all amotivated

**Q8.** What caused your amotivation?

Personal characteristics  External factors  Both

\*Please elaborate your answer.

.....

**Q9.** Which instructional way do you feel more motivated to study by?

Face-to- face education  Online education  Blended education

\*Justify your answer, please. ....

**Q10.** Do you think online learning should be considered as a part of university teaching and learning experience even after the pandemic is over?

Yes  No

\*Please elaborate

.....

## **Appendix B**

### **Teachers' Interview**

Dear teacher,

My name is "Saouli Shaima", and I am a second-year master student at UMKB. I'm currently carrying out a study in titled "The Effects of the Blended Learning Approach during the Pandemic of COVID-19 on EFL Students' Motivation". I would wholeheartedly appreciate your help with a brief interview regarding my topic. The interview will be recorded (Audio-only) for transcription purposes.

**Your contribution will be highly appreciated**

### **Questions**

**Q1. How long have you been teaching at university?**

**Q2. What grades do you currently teach?**

**Q3. What grades have you taught during the Pandemic?**

**Q4. How can you describe your students' motivation before and during the lockdown of COVID-19?**

**Q5. Do you think distance learning affected your students' motivation to learn?**

Yes

No

\*Pleaseelaborate

**Q6. How motivated were your students in online classes?**

**Q7. What about face-to-face classes during the pandemic period?**

**Q8. In your opinion, what do you think are the main factors that affected your EFL students' motivation during the Pandemic this period?**



**Q9. How effective do you think Blended Learning is in terms of motivating learners in comparison to face-to-face learning?**

**Q10. What strategies and techniques have you used to motivate your learners during the Pandemic (in both online & face-to-face classes)?**

**Q11. Do you have any additional suggestions or remarks you would like to add?**

**THANK YOU FOR YOUR COLLABORATION**

## الملخص

تبحث هذه الدراسة في مفهوم التعلم المدمج وفعاليته أثناء جائحة COVID-19 على تحفيز طلاب اللغة الإنجليزية كلغة أجنبية لطلاب الماجستير في اللغة الإنجليزية بجامعة محمد خضر بسكرة. على وجه التحديد ، تدرس تأثير نظرية التعلم المعكوسة المدمج على تحفيز الطلاب. تهدف هذه الدراسة إلى تقديم نظرة عامة على مفهوم التعلم المدمج وتوضيح تطبيقه أثناء جائحة كورونا من أجل تحسين موقف الطلاب تجاه هذه الوحدة من خلال تحسين ممارسة الفصل الدراسي وتعزيز استقلالية المتعلم. افترضنا أن دمج التعلم المدمج من شأنه تحسين طرق التعليم وتسهيلها لكل من المعلم والطالب. لتحقيق الأهداف المرجوة من المسح الحالي ، اعتمد الباحث المنهج الوصفي ، والذي يتضمن أداتين لجمع البيانات: استبيان الطالب ، والذي استهدف متعلمي استهدفطلاب السنة الثانية ماستر لشعبة اللغة الإنجليزية (العدد = 40) من خلال تقنية أخذ العينات العشوائية. بالإضافة إلى ذلك ، تم إجراء مقابلات شبه منظمة مع مدرسين من نفس القسم. ساعدت النتائج التي تم جمعها باستخدام الأدوات المذكورة أعلاه في الإجابة على جميع أسئلة البحث ودعم فرضية البحث. لذلك تم تأكيد فرضية البحث. أدرك كل من المعلمين والطلاب أن دمج التعلم المدمج في التعليم يمكن أن يكون محفزاً أفضل للتعليم الذي يتم تدريسه من خلال الجمع بين التعليم التقليدي والتعليم عبر الإنترنت. اختتمنا بدعوة لإجراء دراسة تجريبية معادلة.

**الكلمات المفتاحية:** التعلم المدمج ، اللغة الإنجليزية كلغة أجنبية، وجهًا لوجه، تدريس اللغة الإنجليزية، تحفيز الطلاب، كوفيد19، تكنولوجيا المعلومات والاتصالات